FACULTY MEMBERS' RECIPROCAL WELLBEING:

THE PERCEPTIONS OF FACULTY AND THEIR FACULTY-ADMINISTRATOR COLLEAGUES

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In the Department of Educational Administration, University of Saskatchewan, Saskatoon.

By

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ABSTRACT

Wellbeing has become an increasing concern of post-secondary institutions all over the world. Recent reports on career satisfaction and wellbeing indicate that a high proportion of faculty had shown symptoms of burnout, low job satisfaction or psychological wellbeing (El-Ibiary et al., 2017; Kavanagh & Spiro, 2018; Sabagh et al.,2018). Despite the ascendency of attention to faculty wellbeing, there is insufficient evidence in the literature to consider the nature of reciprocal wellbeing between those faculty members serving in administrative positions and their colleagues who do not serve in administrative positions. This study sought to explore the reciprocal or mutual relationship between administrator faculty and their non-administrator faculty colleagues in respect to each other's wellbeing.

Employing a quantitative method for a cross-sectional survey design, an online survey (mostly close-ended questionnaires with few open-ended questions) was used to collect primary data from 258 faculty members at the University of Saskatchewan. The data were analyzed using inferential statistics techniques (Wilcoxon Signed Ranks Test, Mann-Whitney U Test and Ordinal Logistic Regression estimations). The researcher found that work in academia was the factor causing unhappiness for faculty but the status of being in administrative group did not appear to matter for all but negative mood states of faculty wellbeing; and thus, being in the administrator faculty group was associated with a reduced negative mood states condition when compared with being in the non-administrator faculty group. The issues in academia that caused unhappiness or distress among faculty appeared to center around four factors: 1. the extent of wellbeing reliance, 2. the wellbeing obligation, 3. wellbeing diminishing, and 4. wellbeing facilitation – all these factors affected faculty wellbeing. Analyzing open-ended responses using word frequencies revealed that the most critical factors were entailed in the extent of wellbeing

diminishing which had resulted from perceptual issues related to assignment of duties, high workload and expectations, communication deficiencies, and the issues related to undermining, lack of appreciation, respect or value for work done. The extent of wellbeing facilitation (influenced by support for work and accomplishments) affected all aspects of faculty wellbeing to the extent that any perceived small unit of effort by a faculty in one of the two groups to facilitate the wellbeing of the faculty in the other group was expected to result in more than proportionate level of improved wellbeing. With respect to implications of this research, improved faculty wellbeing is likely to occur if faculty members were to consider adopting a reciprocal wellbeing improvement strategy. Policymakers might consider adopting indicated interventions to effectively assess the contingent workload of faculty such that each and all faculty members' performance is increasingly able to meet the expectations of the duties assigned.

Faculty reciprocal wellbeing: thus, hereby explored practically to help minimize distress and improve faculty wellbeing.

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DEDICATION

The work is dedicated to my mother, Mrs. Gladys Yeboaah, and my father, Mr. Martin Otih for their prayers, care, emotional and financial support that have brought me to this level of education.

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CHAPTER ONE

INTRODUCTION

Background

Wellbeing has become an increasing concern of post-secondary institutions all over the world. Many efforts are being made and measures put in place by many countries, institutions, and organisations to help minimize distress and improve the wellbeing of individuals. A notable example is the establishment of the Okanagan Charter. The Okanagan Charter is a systems approach to a health promotion framework established for developing a systematic approach to wellbeing in Canadian post-secondary institutions. However, recent reports on career satisfaction and wellbeing indicate that a significant proportion of individual workers have low wellbeing (Conyard et al., 2020). For example, a report involving almost 2,000 healthcare assistants and caregivers has shown that 13% of the respondents are experiencing marginal wellbeing while 31% of them appear to be experiencing significant stress or distress (Conyard et al., 2020). Specifically, a high proportion of faculty had shown symptoms of burnout (El-Ibiary et al., 2017; Kavanagh & Spiro, 2018; Sabagh et al.,2018). This suggests that researchers, leaders, policymakers, and all stakeholders involved in helping improve wellbeing need to rethink approaches to wellbeing. It will be ideal to bring together theories and methodologies in other fields such as economics and psychology. For instance, the marginalist theory and the third principle of economics (i.e., rational people think at the margin) (Mankiw, 1998), imply people make decisions by evaluating incremental adjustments to an existing plan. The current study employed wellbeing theories, psychology constructs, and principles of economics to study a new way of rethinking wellbeing; thus, thinking of wellbeing at the margin as a supplement to what is available in the literature. This study is unique in that it uses the terminology “marginal

wellbeing" which is new in the education literature, or to a large extent hard to find in the literature. The study used the concept "marginal wellbeing" to supplement the well-known wellbeing concepts (workplace wellbeing, professional quality of life, health status, grit, ego resiliency etc.) to study the extent to which administrator faculty and their non-administrator faculty colleagues contribute positively or negatively to each other's wellbeing. The assumptions and shortcomings of this conceptual combination are discussed in the subsequent sections.

Cognitive heuristics and biases supplementing useful thinking in economic discussions, especially where economic methodologies have been inadequate, makes insights from behavioural economics useful (Jones, 2019). Whilst some analysts advocate for a stop to defining the field of inquiry in relation to economics, Economists themselves tend to ignore or rule out behavioural issues in a standard economic framework. Focusing more on conventional economics, they study micro and macroeconomic phenomena involving applications of rigorous, robust mathematical techniques to solving issues relating to the individual, business, and government or the economy. Based on the notion of standard models which Jones (2019) described as easier to formalize and practically more relevant, most of these models tend to ignore an important context of formalizing and translating psychological ideas into testable predictions (Jones, 2019). Meanwhile, the most widely accepted definition of Economics has the component of human behaviour as one of its most relevant key terms – "the science which studies *human behaviour* as a relationship between ends and scarce means which have alternative use" (Robbins, 1932, p.15). Both the individual and the firm are assumed to be rational in that they seek to maximize utility and profit, respectively. The individual maximizes utility to satisfy his or her wants which ultimately contributes to his or her wellbeing. Among

other preferred choices, the individual may prefer a safe working environment where he or she can get the maximum wellbeing. Unfortunately, this has not always been the case as firms assume rationality in the form of profit maximization or cost minimization, which calls for the pursuit of productivity growth, higher return on investment (ROI) among other factors which could foster these goals. The pursuit of productivity growth may reduce wellbeing by placing pressure on public services and worsening working conditions (Jackson & Victor, 2011; Mair, Druckman, & Jackson, 2018). Meanwhile, employee wellbeing has been argued to be a causative factor for productivity levels and ROI which firms strive for (Christensen, 2017; DiMaria et al., 2019; Zelenski et al., 2008).

It is apparent that the mainstream economics has been inadequate in addressing current economic reality as it has failed to greatly incorporate the behavioural component in its analysis. It makes sense that while economic theory tells us what an efficient person will do, psychology tells how the person actually behaves including what they do or not do. This gap that has been created by what a person ought to do; thus, rational expectation (as explained by economic theories) and what the person actually does or does not do (as explained by psychology) explains the inadequacy of mainstream economics in addressing current reality. For this reason, some recent studies, have attempted to address this problem by assuming some form of behaviour other than maximization or just satisficing (Emma et al., 2009). This form of approach has become known in the broader sense as managerial and behavioural models of the firm, or simply put, managerial and behavioural economics which cut across various areas such as health sciences (including health economics), ergonomics, and welfare economics, among others. The field has attracted other terminologies (e.g., Psycho-economics) and sub-fields including Neuroeconomics and Neuro-Psycho-Economics, among others. In recent times, behavioural

ideas in economics has become prevalent. This has been interpreted by Emma et al. (2009) as resulting from the failure of conventional economic analysis to predict the onset of the global credit crunch and ensuing downturn.

In a broader sense, Behavioural Economics is Economics-Psychology dyad from several perspectives. In the words of Thorgeirsson and Kawachi (2013), the field of behavioural economics "combines psychology and economics to investigate how individuals actually behave as opposed to how they would behave if they were being perfectly rational (as in the sense of maximizing their utility)" (p.185). Its approach differs from the dominant Neo-classical approach according to which the heart of the economic machine is the principle of rationality which considers people to be self-interested individuals, monetarily sensitized to their environment, and money-chasing animals who focus on money as incentive (Fleming, 2017). The philosophical precept of the Neo-classical economics comes with the notion that each economic man, homo-economicus, being rational seeks to maximize his utility or gain from any situation. The implication here is that the more a man consumes, the better-off his welfare, happiness, or wellbeing. This means that to maximize wellbeing, one needs to increase consumption. But ideally, just a little introspection, or intuition, one could understand that one's happiness goes beyond mere consumption – relationship with family and friends, interactivity with leaders, colleagues, work environments, and their actions – all count for one's wellbeing. This study used a typical approach in behavioural economics, to address an issue of educational administration relevance – the extent administrator faculty and their non-administrator faculty colleagues contribute and/or diminish one another's wellbeing.

Educational institutions are unique and need to apply theories from behavioural sciences in a unique way, especially in ways that will help solve issues relating to distress and improve

wellbeing of individuals. The uniqueness of a firm or an educational institution could be attributed to its operational policies or to a large extent, the existing norms (unwritten rules) supplementing the formal philosophy and other levels of observability that define the culture of these organizations. These norms are special competencies that have worked well for the groups and are being passed on from generation to generation without being articulated in writing (Schein, 2017). Schein (2017) called them "embedded skills" composing the cultural DNA of these contemporary organizations – beliefs, values, and desired behaviours that launched them and made them successful. The cultural DNA is hard to break even though at some point in time, these special competencies become ineffective for achieving the goals of the organizations due to either internal factors (e.g., change in behaviour of employees or leaders), external factors such as dynamics of nature (e.g., the outbreak of global pandemic, Covid-19), or changing complexities of the global business which are not uncommon with educational organizations. Since the beliefs, values, and desired behaviours that make an organization successful is difficult to break, it is important for educational institutions to build a culture that encourages individual actions and attitudes to minimize distress and facilitate the improvement of others' wellbeing. In this way, educational institutions may have a sustained or improved wellbeing for their individuals including administrator faculty and their non-administrator faculty colleagues. Faculty members form an essential component of every higher education institution.

Many researchers have provided recommendations on how the wellbeing of an individual could be adjusted and improved, for the benefit of the individual and his or her organization. For instance, an article written by Littlecott et al. (2019) provided a good insight for optimizing wellbeing from dedicated wellbeing roles and leadership support systems. They held the view that assigning a member of the senior leadership team with responsibility for wellbeing alongside

a distributed leadership approach may improve health and wellbeing. Albeit some studies show no direct or unclear relationship between leadership support alone and employee wellbeing (Kuoppala et al., 2008; Milner et al., 2015). This suggests that improving the wellbeing of employees could be beyond just the realms of a leader's support for workplace health promotion (WHP). This study explored these realms of improving wellbeing, particularly faculty wellbeing.

Purpose of the Study

Currently, faculty wellbeing has gained much attention as the call for institutions to create culture of "wellbeing for all" is at its ascendency. Unfortunately, there is not enough evidence in the literature to provide response to inquiry on reciprocal wellbeing between faculty members serving in administrative positions and their colleagues who do not serve in administrative positions. The purpose of the study was to explore the reciprocal or mutual relationship between administrator faculty and their non-administrator faculty colleagues in respect to wellbeing. Specifically, the study sought to examine the reciprocal wellbeing regarding the extent both groups perceive to be relying on their colleagues for their wellbeing, feel obligated to contribute to each other's wellbeing and the extent and ways their attitudes and behaviours are perceived to diminish and/or contribute to improving one other's wellbeing. For the purpose of this study, faculty members serving in administrative positions in the University of Saskatchewan were used as proxy for leaders while all other faculty members within the scope of the University of Saskatchewan Faculty Association (USFA) who do not serve in administrative positions were used as followers or constituents. However, the term "faculty colleagues" may have been used frequently in lieu of "followers" or "faculty members" as faculty members would be unlikely to see themselves as followers but rather as colleagues to the faculty serving in administrative positions.

Problem Statement

There is not enough evidence in the literature to indicate whether or not administrator faculty and their non-administrator faculty colleagues are aware of the factors that contribute to or diminish their wellbeing and the extent of wellbeing reliance and dependency between roles of administrator faculty and their non-administrator faculty colleagues. The study sought to find out what the reciprocal or mutual relationship between administrator faculty and their non-administrator faculty colleagues is, particularly regarding wellbeing. It is obvious that the wellbeing of both the administrator faculty and their non-administrator faculty colleagues may be impacted by many factors. It is known that leaders and followers interact with one another frequently in the organization with the average interaction frequency between them estimated to be 11.05 hours (SD = 11.78) per week over an average tenure of 3.18 years with leaders in some sectors (Arendt et al.,2019). While interacting with each other, the administrator faculty and their non-administrator faculty colleagues may facilitate or diminish each other's wellbeing to some extent without sometimes being aware; hence, the variables "the extent of wellbeing facilitation" and "the extent of wellbeing diminishing." Overestimating or underestimating the extent to which administrator faculty and their non-administrator faculty colleagues contribute to (facilitate and/or diminish) the wellbeing of each other may be deleterious to their wellbeing. It is against this background that this study sought to explore the ways and extent the administrator faculty and their non-administrator faculty colleagues perceived to contribute to (facilitate and/or diminish) each other's wellbeing. This study used ideas in behavioural economics to explore the mutual relationship between administrator faculty and their non-administrator faculty colleagues with respect to wellbeing. Perhaps, the mutual relationship between administrator faculty and non-administrator faculty may encourage faculty to rely on each other to accomplish many things. It was not clear the extent they had relied on each other; hence, the variable "the extent of

wellbeing reliance." Likewise, faculty such as those serving in administrative positions may perhaps had felt obligated to contribute to wellbeing, the extent they may have felt so was not known, neither was it clear whether the non-administrator faculty had felt obligated to contribute to wellbeing; hence the variable "the extent of wellbeing obligation." Rather than abstracting, I identified and described specific examples needed to understand the factors that indicate ways and extent the administrator faculty and their non-administrator faculty colleagues are perceived to be relying on each other for their wellbeing, feel obligated to contribute to each other's wellbeing and the extent and ways their attitudes and behaviours perceived to diminish and/or contribute to improving each other's wellbeing. Insights from this study shed light on several factors that will help faculty and policymakers to better understand the implications of their actions on wellbeing. The study also provides insights on new ways of thinking when considering improving wellbeing.

Research Questions

The study sought to provide answers to the following research questions.

1. What is the nature of the statistical differences in wellbeing between administrator faculty members and their faculty colleagues who do not serve in administrative positions; if any, where is the variability found?

2. To what extent do administrator faculty members and their faculty colleagues who do not serve in administrative positions rely on each other for their wellbeing and what are the perceived impacts of the extent of wellbeing reliance on their own wellbeing?

3. To what extent do administrator faculty members and their faculty colleagues who do not serve in administrative positions believe they are obliged to contribute to the improvement of the

wellbeing of each other and what are their self-perceived impacts on the wellbeing of their faculty colleagues?

4. In what ways, and to what extent, are attitudes and behaviours of administrator faculty members and their faculty colleagues who do not serve in administrative positions perceived to diminish and/or contribute to the wellbeing of each other?

Significance of the study

The following were anticipated to be the significance or benefits that might be obtained from this study.

1. The study provides key facts that give invaluable insight into current everyday practices in the workplace and how these can contribute towards improving workplace wellbeing.
2. Findings of the study sheds light on what administrator faculty and their non-administrator faculty colleagues need to pay attention to while interacting with each other – improving on certain actions that facilitate wellbeing and minimizing or desisting from some other actions that diminish wellbeing. These decisions may help both the administrator faculty and their non-administrator faculty colleagues to remain satisfied with professional life and work even while experiencing a difficult/stressful day which in turn can result in less worry and greater happiness over time - the role of positive emotions (Fredrickson, 2001; Tugade et al., 2004).
3. This study created a framework that provides a new direction of study into wellbeing which serves as a basis for academicians and researchers to explore further into this new way of rethinking wellbeing. It is anticipated that the study will contribute to the marginal theory in a unique way by applying the theory to improving wellbeing. That is, for the first time in the education literature, the concept of marginal wellbeing is used

when thinking about or considering the extent to which administrator faculty and their non-administrator faculty colleagues contribute to and/or diminishes the wellbeing of one another.

4. The study provides insight to university management and policymakers on other things they need to do to best uphold their sustained commitment to wellbeing while they formulate policies, interact with faculty and insist on performance.
5. The study may increase awareness of both the administrator faculty and their non-administrator faculty colleagues on their contributions to wellbeing while they interact, cooperate, or work together towards an organizational goal.

In sum, the findings were to serve as a guide to researchers looking at new ways to improve wellbeing. The results of this study add to the breadth and depth of knowledge regarding the extent to which marginal contribution of certain factors can accumulate over time to increase or decrease wellbeing. The information from the study serve to inform faculty leaders and faculty members what they can do to facilitate or diminish wellbeing as they cooperate to achieve organizational goals. In any case, the study may be helpful to university management to uphold their sustained commitment to wellbeing while they interact with faculty and insist on performance.

Limitations of the Study

Like any other study, this study had limitations. The following are limitations of the study as perceived by the researcher.

1. The study used administrator faculty and their non-administrator faculty colleagues in the University of Saskatchewan for the study. A number of populations in education could

have been used for the study. Examples include executives and members of student association, principals and teachers, teachers and students, professors or lecturers and research or teaching assistants, professors or lecturers and students…just to mention but a few. This may make the context of this study inadequate for a valid generalization, particularly, when making a generalization for leaders and followers in education institutions or other organizations that are not within the scope of education.

2. The data collected for the study involved the use of a survey to obtain responses from the respondents. The accuracy of the data may be limited by the accuracy and honesty of the participants' responses in the study. This may impact the quality of the results from the study and thus, the quality of the findings of the study may be limited by its dependence on the responses of the participant which the researcher may not have much control over.
3. The study used perceptions (Zhong et al., 2019) and beliefs of respondents. The uncertain nature of what the reality of one's perception is, may also have implications on the findings of the study. Of course, there is a chance that one may have a wrong perception about something or someone. However, because the data was collected from a larger sample, whether or not there were some wrong perceptions, there was a trend that cut across the majority of the respondents. The use of quantitative analysis made it possible to identify issues that cut across the majority of people and whether they are something to be concerned or worried about which otherwise could not have been adequately addressed using the qualitative approach alone.
4. The study may be limited by the relatively small sample size of administrator faculty. The relatively small size of this group affected the parts of the results that made generalization for both groups. That is, since the non-administrator faculty were four

times the number of the administrator faculty, the mean scores of faculty in general, were not much different from that of the non-administrator faculty group (see appendix A2).

5. Finally, some of the findings are emergent findings which are unique to this particular study. I am not aware of any further literature directly related to this context and these findings. Therefore, I could not compare those findings with literature. Examples include the extent of wellbeing reliance, the extent of wellbeing obligation, and the marginal theory of wellbeing. The concept "marginal wellbeing," as the concept, is generally new to the literature of wellbeing. My search in the literature revealed that the concept has been mentioned only two times. One study used the concept "marginal wellbeing" to categorize the level of wellbeing (Conyard et al., 2020) and the other mentioned "marginal wellbeing" in response to interview questions (Mulgan, 2011). Jingwa (2019) mentioned that such a situation of no or limited literature on a concept result in the researcher using his or her own definition as there is no definitional reference for comparison or to use as a guide. Using one's own definition without any definitional reference for comparison may limit arguments with literature when discussing the findings from the study.

Participants' Perceived Limitations

As part of the survey, participants were given the opportunity to provide general comments or elaborations on any of their responses. The last item on the survey instruments was used to collect these responses. Some of the comments provided in this regard could be interpreted as limitations of the study; but mainly the comments provided insights on the survey, methods, the scope of the study, and different ways that the study could have been conducted. It is worthy to note that these comments are the views and perceptions of the participants regarding

what could have been done differently and therefore, do not affect the validity and reliability of the study. Internal consistency among the items on the research instruments as tested by the Cronbach alpha reliability has been proven to show good to excellent internal consistency. The participants were professors and are experts in research. Their thoughts on what could have been done differently are worth sharing for the benefit of future research. In the subsequent sections, I have highlighted on these perceived limitations or ways the study could have been conducted differently.

Difficulty in Answering or Responding to Survey Items

Some participants felt that some of the questions were difficult to answer; and thus, were found challenging to respond to. The difficulty was basically about accurately responding to the items that generalize all leaders (Deans, department heads etc.). That is, the mixture of department head (unit head), deans/executive director, and grad chair made the questions difficulty to answer. The participants believed that those positions are quite different roles and would "have different responses to each" and that some responses depended on which group of colleagues was the reference point. The underlying issue is that some colleagues were perceived to make life difficult, and some were perceived to be supportive and helpful. For example, one participant mentioned that "the questions were difficult to answer because my dept head is NOT good for my wellbeing, but my Dean and Associate Deans are." Another faculty also believed that "It is very individualized, and I think depends on the person more than the role…my dean is very supportive of my work, my department head less so. My answers might seem contradictory, but it is because of this difference." One participant added that these issues "made me to answer 'on average' of all these individuals and their roles, but there is a difference." Two selected

statements of some respondents regarding these problems of generalizing those positions on issues are provided below.

Participant A

> There is a huge gulf between dept heads and deans including associate deans. A department head is "one of us" and is still in the trenches, experiencing the hassles of dealing with [the] problem of students and so on. Once a person becomes Associate Dean or higher, their worldview changes and they start to perceive "rank-and-file faculty members as being the problem."

Participant B

> The answers to this survey will result in skewed analyses--there is a HUGE difference between day to day relations between myself and my Department Head and Dean, and while relations with the former can be excellent and relations with the latter really suck, the way this survey is set up by lumping them together will not correctly represent our experiences. And, does Graduate Chair mean the departmental grad chair or College of Grad Studies? If the former, then again lumping Grad Chair in with Dean is inappropriate as Grad Chairs (and Department Heads) are our colleagues while Deans are in positions of power above us. That all said, my answers will come across as contradictory in some places where I am referring to Department Head in some instances and to the Dean in other instances. But you will never be able to know which in which instances.

Some also felt the wording such as "... obliges to contribute..." were more challenging. Another participant perceived that the term "faculty colleagues" was used to refer specifically to only to people in authority positions and thinks it “was weird.” Some questions were perceived not to have "don't know" or n/a as an option that should have. In this case, they believed “forcing an answer that is not genuine will skew the results.” One participant also felt that “several of the response choices did not allow me to say what I really felt. My answers were therefore not very valid in some situations.” Another participant mentioned that some of the items were “found to be long with many thoughts to consider in each. They were also not written at a level of education usually used in questionnaire (although I do recognize your target audience).”

Emotional Challenge and Impacts of Emotion on Response

A participant had mentioned that “survey made me feel worse about working here - was feeling happy before I took it and then it reminded me how bad everything here is.” This was perceived to be an emotional challenge. Some of the responses were also influenced by emotions – be it conditions that had favoured them (e.g., belonging to a “collegial department”) or conditions that had gone against them (e.g., having “divested trust in leaders”). Some had mentioned that the negative experiences that they referred to in the survey were about a previous department head although they were limited by the period within which they had to base responses.

Coverage or Scope of Study

Some of the limitations were about the coverage of the study. It was believed that the role students play in the wellbeing of faculty, and vice versa was “the huge elephant in [their] room” which would have been worthwhile to study. Some of these respondents believed the survey made them focus mainly on colleagues, leaving out their students. It was perceived that questions

would be focused on the perceptions of the actions of faculty leaders, and also on the actions of faculty members not in leadership roles towards leadership. Instead, a respondent believed:

> The questions seemed to be leading respondents to once again pick on academic leadership, with only one small question for self-reflection on our own actions as faculty in support of our leaders. Your survey design did not live up to its promise of reciprocity and as a result, because of this design flaw, it will likely not accurately reflect the views of faculty and will likely lead to skewed results with no alternative perspectives.

Also, some respondents noted that the survey did not ask about the impact of senior management influence. A respondent stated: “In my case, my workplace wellbeing was impacted most negatively by senior management action/inaction (i.e. above the level of my College).” Another participant added: “This survey is [seemingly] one-sided. It does not take into account (except for one question) the responsibility of faculty to support the work of their administrators.” Two selected participants and their suggestions on the scope are provided below.

Participant X

> I would also suggest that questions be asked about what contributes to happiness (term survey uses) or unhappiness – sometimes things like racism, homophobia, sexism impact the work life. These are realities the faculty face and of course link to wellbeing but it isn't about a happy /unhappy binary. For example, asking questions that get to systemic forms of oppression rather than focusing on a person such as dean, department head [among others] that were listed.

Participant Y

> You have missed the point. There are few decisions that come from Dean's office or Department Head. They come from VP and AVP as instructions to units. The problem is with the decision-making process, and decisions of the university executive. If you were serious about getting to the core of the issues, you would have contacted USFA's JGC and Grievance officers. These are the people [who are] aware of the problems and what caused them.

These are the different ways that the study could have been conducted according to the participants. Nevertheless, the study has many strengths that make the finding useful. I provided these insights to provide a sense of what future researchers might be aware of as well as what they may consider to conducting high-quality research should they opt to replicate this study elsewhere.

Scope or Delimitations of the Study

This section describes some key features that limited the scope and highlight the coverage of the study that resulted from the deliberate exclusion and inclusion decisions for the study plan (Simon, & Goes, 2013). The specifics and the extent to which the research area was explored are highlighted below.

1. The study was confined to administrator faculty and their non-administrator faculty colleagues of the University of Saskatchewan, typically those within the scope of the University of Saskatchewan Faculty Association (USFA).
2. Although, the theory of marginal wellbeing provided a useful framework to assess the marginal contributions to wellbeing, the scope of the study was not delimited to marginal wellbeing, but wellbeing as a whole.

3. The period of engagement covers a relatively short duration – within the past one year. The instruments tend to solicit respondents' responses based on their experiences within the past month. An engagement period of more than one month is out of the scope of this study.

Assumptions Underlying the Study

The following assumptions were made to minimize the complexity of the approach, analysis, discussion, and understanding of the results in this study.

1. It was assumed that responses from the respondents are accurate and genuine.
2. It was assumed that the following are the main factors affecting the wellbeing of administrator faculty and their non-administrator faculty colleagues in the workplace; all other factors are held constant:
    a. The extent of wellbeing responsibility;
    b. The extent of wellbeing reliance;
    c. The ways and extent of wellbeing facilitation;
    d. The ways and extent of wellbeing diminishing and
    e. Faculty status regarding whether they belong to the administrator faculty group or non-administrator faculty group.

3. It was assumed that wellbeing levels can be measured on an ordinal scale, not ratio or interval. This implies the individual can orderly rate their levels of satisfaction, happiness or wellbeing from any interaction or interactivity with their administrator faculty or their non-administrator faculty colleagues even though they do not know the numerical value for

wellbeing. For example, the individual can tell whether their interaction with their faculty colleagues pretty much made them happy or made them unhappy.

4. It was assumed that in practice, a close attention is not given to some factors affecting wellbeing even though they may have been mentioned in the literature. If this assumption is violated, those wellbeing diminishing factors and wellbeing facilitation factors identified by the study cannot be claimed to be specific to the study group.

Definition of Terms

There are various ways to distinguish faculty from each other, rank, tenure-track, tenured, in-scope and out-of-scope but that my primary distinction will be those faculty with administrative roles and those who are non-administrator faculty. The following terms are defined for the purpose of this study.

Faculty colleague. The term as used in the study refers to faculty members within the scope of the University of Saskatchewan Faculty Association (USFA).

Faculty members. the term was used interchangeably with the term "faculty colleagues" to refer to members of the University of Saskatchewan Faculty Association (USFA).

Administrator faculty. Persons with a faculty rank appointed as officials to serve in any administrative positions such as Dean, Deputy Dean, Associate Dean, Assistant Dean, Executive Director, Graduate Chair, or Department Head.

Non-administrator faculty. Faculty members who do not serve in any administrative positions such as Dean, Deputy Dean, Associate Dean, Assistant Dean, Executive Director, Graduate Chair, or Department Head.

Rethinking. To give approaches to wellbeing a second thought to change or improve it.

Rely. To depend on someone or their help and support to be successful (in improving one's wellbeing).

Responsible. To have a duty of taking care of something or someone, ensuring their wellbeing to the extent of being fairly blamed for an undesirable result following one's action in an organization or during interactivity.

Contribute. The term, when used without adjective (e.g., negative), will mean to help improve wellbeing. For this study, the term will be used interchangeably with "facilitate".

Facilitate. Contribute or help improve the level of wellbeing.

Diminish. To take away or reduce the level of wellbeing.

Wellbeing. The overall state of being healthy, free from distress, compassion and burnouts, depression, and anxiety, among other factors and characteristics that translate into happiness and comfort.

Marginal wellbeing. additional improvement in wellbeing resulting from experiencing an extra unit of a factor that affect wellbeing in a given period of time.

Hidden wellbeing. Hidden wellbeing as used in the study refers to information on factors that are uncommonly known or less attention is given to, as contributing to or diminishing wellbeing. They may not have been identified, captured, or given much recognition or attention in wellbeing discussions in the existing literature.

Sick leave. Refers to the period an employee is absent from work with full pay while sick or disabled, under quarantine, or under examination or treatment by a physician or other licensed medical practitioner (USFA, 2017).

The University. Refers to the University of Saskatchewan unless otherwise specified.

Organization of the Study

The thesis consists of five chapters. Chapter one is the introduction and focused on the background to the study and problem statement, purpose, objectives and research questions, significance, limitations and delimitations, assumptions and definition of terms. Chapter two focused on a review of theoretical concepts associated with wellbeing, most importantly, faculty

wellbeing as well as empirical evidence that has been generated in some previous studies. A conceptual framework that supports the theories employed in the study was considered in chapter two. Chapter three described the general methods that was employed in the study. The study design, population chosen for the study, sample and sampling technique that was adopted, research instrument, validity and reliability, and data analysis procedures as well as some ethical considerations were the focus of chapter three. Chapter four centered on results and analysis of the data solicited for the study and summary of the results. Chapter five presented responses to the research questions, discussed the results and findings as per the objectives of the study, and made recommendations for policy, research, and practice to solving the wellbeing problem or improving wellbeing. The chapter also provided a conclusion for the study.

Summary of Chapter One

The chapter considered the background leading to the problem that has led to this study. The background section described a shift of attention to a new way of rethinking wellbeing as a supplement to the existing wellbeing theories. To deal with the problem, four objectives were stated in the form of research questions that together constituted the purpose of the study. The objectives can be grouped under three themes: (1) Differences in wellbeing between administrator faculty and their non-administrator faculty colleagues; (2) Wellbeing obligations and reliance (wellbeing dependency); and (3) Wellbeing facilitating and diminishing. The significance, limitations and assumptions of the study are highlighted. Though the study may be limited by its assumption that responses from respondents are genuine and accurate, its significance continues to be sustained by its addition to the breadth and depth of knowledge regarding the extent to which marginal contribution of certain factors can be accumulated

overtime to increase or decrease wellbeing. Key terms used in the study have been defined to clarify thoughts and understanding. The chapter ends with how the entire study was organized.

CHAPTER TWO

LITERATURE REVIEW

Introduction

In this chapter, the study reviews some theoretical concepts of economics, psychology, and wellbeing, most importantly, faculty wellbeing, as well as the conceptual framework that supports these theoretical concepts. The chapter begins with the broad subject of wellbeing study, behavioural economics and how the subject departs from the standard economics. This is narrowed down to areas of applicability of behavioural economics, including a focus on wellbeing. The chapter proceeds with some economics, psychology, and wellbeing constructs that define the subject of the study. Wellbeing in the post-secondary institutions, particularly faculty wellbeing and factors affecting faculty wellbeing are also reviewed in the chapter. The latter sections of the chapter consider the policy context of wellbeing and leadership at the University of Saskatchewan, particularly the University's wellness framework, the University Collective Bargaining Agreements (CBAs), and their connection with wellbeing. The chapter concludes with the conceptual framework that supports the theories that were employed in the study.

How Behavioural Economics Departs from the Standard Economics

In a broader sense, as biostatistics involves application of statistical techniques to studies in biology, so as behavioural economics is dyadic conception of economics and psychology to study issues of behavioural concern. In the words of Thorgeirsson and Kawachi (2013), the field of behavioural economics "combines psychology and economics to investigate how individuals actually behave as opposed to how they would behave if they were being perfectly rational (as in

the sense of maximizing their utility)" (p.185). Behavioural economics involves application of behavioural analysis (typically from psychology) to micro-economic decision making (Emma et al., 2009). Behavioural economics combines the behavioural models of psychology with the decision models of economics to help highlight how biases in perception, memory, or thought processes may influence purchasing decisions (Just & Wansink, 2009). Its approach differs from the dominant Neo-classical approach according to which the heart of the economic machine is the principle of rationality which considers people to be self-interested individuals and monetarily sensitized to their environment; 'money-chasing animals' who focus on money as incentive (Fleming, 2017).

The philosophical precept of the neo-classical economics comes with the notion that each economic man, homo-economicus, being rational and moved by the consumption of good and services, seeks to maximize his utility or gain from any situation (Fleming, 2017). The implication here is that the more a man consumes, the better-off his welfare, happiness, or wellbeing is. This means that to maximize wellbeing, one needs to increase consumption. But ideally, just a little introspection could make us understand that one's happiness goes beyond 'mere' consumption – relationship with family, friends, leaders and their actions – all count for one's wellbeing. This study used a typical approach in behavioural economics, to address an issue of educational administration relevance – faculty wellbeing optimization. The old work of Simon (1955) provided critique of modelling economic agent on the principle of rationality. His concept of 'bounded rationality' has influenced many writings in behavioural economics to typically depart from the standard model that has failed to acknowledge these human behavioural traits. Other writers have also contributed to explanations of other traits of human, bounded will power and bounded selfishness (Mullainathan & Thaler, 2000); these explain the important

applications of behavioural economics. This should not be interpreted to assume that homo-economicus has no usefulness. In his response to concerns that economics assumes a world of economic men who are concerned only with money-making and self-interest, Lionel Robbins (1932) wrote an essay on the nature and significance of economic science, wherein he admitted that the assumption of homo-economicus was completely false, foolish and exasperating Yet, the construct is worth some further examination – "there is a certain expository device of pure analysis which, if not explained in detail, might give rise to structures of this nature" (p. 87), he added.

Studies in Behavioural Economics and Some Areas of Applicability

To discuss ways in which humans deviate from the standard economic model, Mullainathan and Thaler (2000) argued that though greater arbitrage opportunities in financial markets might render behavioural factors less important; yet, limits on arbitrage create anomalies that the psychology of decision making helps explain. Explaining this assertion, the authors argued that behavioural factors are essential elements of any complete descriptive theory such as saving for retirement which involves both rigorous computations and willpower. In a different context, Kim and Wansink (2004) argued that environmental factors seem to have a stronger effect on the amount people eat than tastes and preferences. This is an extension of the standard economic model to capture the psychology behind choices, in particular, how much people consume given the eating environment (e.g., atmosphere and distractions) and the food environment (salience, size, and shape) that affect consumption volume. These are psychological factors that can have large impacts on consumption volume, often without the individual's being aware of their effect, yet they are being ignored by the standard economic models. This argument is supported by Just, Mancino and Wansink (2007) who conducted a study on how behavioural

economics could help improve diet quality for nutrition assistance program participants. The authors ascertained that consumption choices are determined by factors other than prices, income, and information. They argued that recognizing this could illuminate a broad array of strategies to expand the list of possible ideas for improving the diet quality and health of participants and influence consumers' food choices. On this article, the authors revealed an important area of applicability of behavioural economics. A notable one, relevant to this study, is their argument that situational cues like hunger, stress, or distractions, can increase tendencies to focus on current well-being. Contrary to the increasing importance of behavioural economics that has illuminated its popularity, Loewenstein et al. (2012) wrote an article on whether or not behavioural economics makes us healthier. In this article, the authors warned that behavioural economics cannot be used as a substitute for conventional policies to tackle fundamental problems. Some of the pitfalls pointed out by the authors include the fact that dealing with unsustainable healthcare spending will inevitably require hard choices (of which their relative prices do matter) and cannot be necessarily overcome by behavioural economic interventions. Similarly, people can be discouraged from using low value medical services if prices are higher than for high-value medically necessary services (Loewenstein et al., 2012). Yet, Just et al. (2007) argued that people undervalue fixed costs relative to variable costs and this suggests that allowing people to prepay for health items may be another way to strengthen the link between intended and actual behaviour. Explicitly modeling how mental accounting affects individuals' sensitivity to price differences reveals subtle techniques that might be able to significantly improve the quality of food choices (Just et al., 2007). In addition to the increasing context of behavioural economics, typically in the area of health behaviours and lifestyle interventions including weight loss and smoking-cessation programs, Thorgeirsson and Kawachi (2013)

appraised the field for providing valuable insights into human behaviour that show promise for health promotion. Highlighting on several important behavioural economics concepts of relevance to public health and health behaviour change, the authors provided insights that potentially offer an avenue for improving the efficacy of lifestyle interventions. Examples of such include "defaults" for children's meals, glucose control, taxing unhealthy food choice, and financial pre-commitment to healthy behaviour.

Behavioural Economics and Wellbeing: Their Connection

Bernheim (2009) on discussing competing proposals for general normative frameworks that would encompass non-standard models of choice, defined welfare in terms of choice rather than underlying objectives. He argued that wellbeing can be identified by restricting the set of allowable unconventional rationalizations, but noted some experts encourage economist to infer well-being from self-reported happiness and/or neurobiological activity due to conceptual difficulties, difficulty in justifying useful restrictions, and difficulty identifying information concerning internal well-being from choice data. Because the behaviours of interest defy conventional rationalizations, interpretation requires one to entertain unconventional rationalizations (Bernheim, 2009). Published in the Journal of Behavioural and Applied Economics is an article on the relationship between happiness (subjective wellbeing) and economic behaviour. In this article Lane (2017) found that, from the perspective of interpersonal behaviour (selfishness, trust and reciprocity), happiness results from pro social behaviour; positively relates to trust, but negatively relates to selfishness. The author argued that regarding individual behaviour, the relationship between happiness and risk preferences remains unclear, but happiness affects time preferences by reducing impatience. Similarly, Just et al. (2007) linked their argument to wellbeing. They revealed the applicability of behavioural economics to

wellbeing by making a notable argument that situational cues like hunger, stress, or distractions can increase tendencies to focus on current well-being. The current study extended the area of applicability of behavioural economics to an important area of creating a model for optimal level wellbeing of faculty colleagues at a given post-secondary educational institution. The extent to which the administrator faculty and their non-administrator faculty colleagues perceive that they are responsible for or contribute to each other's wellbeing, or the mutual relationship between them regarding how they rely on each other and feel obligated to contribute (positively and negatively) to each other's wellbeing is explored in this study.

Leader's Effectiveness and Well-Being

I have included some attention to leaders here because leaders are important in shifting the objectives of organizations, including educational institutions. Even though faculty members would likely see themselves as colleagues to the faculty with administrative roles, the administrator faculty members are seen as leaders. For example, department heads are seen as leaders in their departments. Organizations are looking for effectiveness and at the same time looking for improved wellbeing. This has called for a debate in the literature on whether effectiveness of the leader affects wellbeing and in which direction (positive or negative). Prior to this study, it was unclear whether leaders themselves have improved wellbeing than their followers. This study used administrator faculty and their non-administrator faculty colleagues as proxy for leaders and followers to clear the thought on the difference in wellbeing between leaders and follower. In this section, I review the literature on the relationship between the two constructs.

A study to investigate leadership styles, leader's effectiveness, and well-being by Sudha et al. (2016) explored the relationships among these concepts through collective efficacy among

the employees of the education industry in India. A sample of ninety full-time employees from Education Management Industry were administered the Multifactor Leadership Questionnaire (Bass & Avolio, 2004), Job-related Affective Well-being Scale (JAWS; Van Katwyk et al., 2000) and Collective Efficacy scale (Karrasch, 2003). Using Mediation regression analysis, the authors found that a transactional style of leadership has influenced both the outcome variables (leaders' effectiveness and wellbeing) directly as well as indirectly more than the other two leadership styles (transformational leadership and laissez-faire). The study made a meaningful contribution to the literature on indirect linkages of collective efficacy on leadership styles, leadership effectiveness and well-being. However, the authors treated both leaders' effectiveness and wellbeing as outcome variables without necessarily studying the relationship between them. Since both leaders' effectiveness and wellbeing are of great value to every educational institution, it was thought to be of value to understand how these relate and in so doing determine the optimal level to be achieved for each of these variables in a given educational institution. In addition, rather than focusing on three leadership styles, based on a widely used notion of leadership, a factor analysis could be used to make a selection from a variety of leadership styles.

In a different context, Littlecott et al. (2019) studied school engagement with health and wellbeing with the aim of increasing understanding of how variability in network structures, and the positions of key change agents within these may facilitate or impede attempts to orient school systems toward health and wellbeing. Using face to face, semi-structured interviews with each wellbeing leads (senior leadership, subject teachers, subject head teachers, support staff and Personal and Social Education (PSE) staff), ego social network analysis was employed with wellbeing leads within four diverse case study schools to identify variability in embeddedness of health and wellbeing roles. They found that case study schools that showed higher engagement

with health and wellbeing were featured with highly organized, distributed leadership structures, dedicated wellbeing roles, senior leadership support and outside agencies embedded within school systems. They held the view that assigning a member of the senior leadership team with responsibility for wellbeing alongside a distributed leadership approach improved health and wellbeing. The authors provided insight for optimizing wellbeing from dedicated wellbeing roles and leadership support systems, which is considered to be measures of leadership effectiveness in the education sector. Measuring leadership effectiveness from this perspective, one could infer a positive relationship between leadership effectiveness and wellbeing. However, we cannot confirm this relationship from economics sense when leadership effectiveness is measured based on return on investment (ROI). There has been a controversy in the behavioural economics literature on the relationship between wellbeing and ROI (Pricewaterhouse Coopers, 2008; Mitchell et al., 2013). As we will see in the subsequent sections, while some studies have shown the benefits of spending on wellbeing programmes outweigh its cost, others have found the opposite.

In a study of the relationship amongst leadership support, workplace health promotion and employee wellbeing in South Africa, Milner et al. (2015) developed and tested a model of leadership support for workplace health promotion (WHP) and employee wellbeing outcomes using employer and employee data gathered from 71 South African organizations. Using a hierarchical structural equation modeling technique to test the model, the authors found that leaders' support for WHP was important for at least the provision of health promotion facilities to employees. They found no direct relationship between leadership support alone and employee wellbeing. Their findings suggested that to improve on the wellbeing of employees, there was the need for leaders to go beyond just the realms of leaders' support for WHP. However, the authors

failed to identify the other factors needed to complement leadership support for WHP in order to improve wellbeing. In a similar way, Cherkowski (2018) wrote an article on positive teacher leadership and wellbeing. The purpose of her article was to conceptualize teacher leadership as an intentional reflective process of learning to grow wellbeing for self and others. The author believed that teacher leadership had a role to play in fostering wellbeing for all. Cherkowski (2018) further argued that teacher leadership was assumed to be a mindset of the work of leadership that could be an opportunity to build collective capacity for growing wellbeing. The connection between leadership effectiveness and wellbeing in the education setting is being established here, using teacher leadership as a moderator. What was missing here was whether or not there was a significant relationship between these elements or what the relationship might be when using teacher leadership as a moderating variable. To add, Kuoppala et al. (2008) conducted a study on the association between leadership and well-being at work and work-related health, as well as using these intermediate outcomes to predict work-related loss of productivity and disability at work. The authors used a systematic review approach to conduct an analysis based on 109 original articles published in 1970 to 2005; their conclusions were based on the 27 articles that had provided the best evidence. They found moderate evidence that leadership is associated with job well-being, sick leave, and disability pension, but the evidence that leadership is associated with job satisfaction was weak. They concluded that the relationship between leadership and job performance remains unclear. In this article, the authors introduced an analysis based on economic perspective (productivity and performance) while ascertaining the association between leadership and wellbeing/job satisfaction. Their finding of an unclear relationship between leadership and job performance implies that the relationship between the two variables could be strong or weak; direct or reverse; neutral; or any combination. This could

depend on the type of the organization and some associated factors. Since they used systematic review approach, their work confirmed the controversy on this issue.

In another article, Dimopoulos (2020) explored the effectiveness of leadership regarding basic components and correlations among them. He further aimed to accompany the research with an appropriate assessment questionnaire for educational leadership effectiveness. The author argued that the effectiveness of the educational leadership can be interpreted but not measured objectively from the leadership style applied. A combination of leadership styles, characteristics and relative behaviours – an integrated leadership model (encompassing behaviours and characteristics from transformational, transactional, inspirational, and instructional leadership styles) could bring better outcomes for both teacher job satisfactions and in overall student achievement. Based on the authors' conclusion, it could be inferred that the educational leader is considered effective when his or her leadership style improves teachers' wellbeing and the overall achievement of students. What could be inferred is that the extent of an educational leader effectiveness is dependent on the levels of teachers' wellbeing and overall student achievement. Stated differently, the level of employees' wellbeing in the school is determined by the effectiveness of their leaders; a combination of leadership styles, characteristics and relative behaviours (an integrated leadership model). Zhong et al. (2019) contributed to the discussion by exploring the relationship between leader humility and employee well-being. Testing the hypothesized moderated-mediation model on a sample of 228 employees, the authors found that leader humility was positively related to employee well-being. Moreover, they found that the indirect effect of leader humility on employee job satisfaction and work engagement are stronger under high perceptions of leader effectiveness. Thus, the indirect effects of leader humility on job satisfaction and work engagement via employee humility become

stronger with increasing levels of perceptions of leader effectiveness. The authors used perception to measure leader effectiveness. The use of perceptions is a reliable measure of leader effectiveness and could be very useful for studies in behavioural economics given its high reliability coefficient (Cronbach's α=0.94, as estimated by the authors). Using perception to measure leader effectiveness, particularly in education institutions, implies that the extent of effectiveness of the educational leader is contextual based upon various stakeholders of a particular organization. Contextual in the sense that the effectiveness of an education leader is based on the perception of the students' community, teachers' community, administrative staff, and parents among others. The current study typically used perception, and thus, is subjective in nature.

Theories and Constructs of Economics, Psychology and Wellbeing

In the sections to follow, the terms "constructs," "models," and "theories" were used interchangeably. "Models" and "theories" refer to ideas or a system of ideas containing various conceptual elements, intended to justify a course of action or explain something (Cambridge Dictionary Online, 2020; Google English Dictionary, 2021). "Constructs," on the other hand, refers to an idea or theory, typically "one considered to be subjective" and may not be based on empirical evidence (Google English Dictionary, 2021). A construct as used in this study may be explained as how ideas or theories are synthesized to put forward an idea that explains something.

Economic Constructs and Wellbeing

There have been a large volume of literature regarding wellbeing and some economic constructs including Return on Investment (ROI), productivity, and cost benefit analysis, among others. While it has been argued that the pursuit of productivity growth (a measure of ROI) may

reduce wellbeing by placing pressure on public services and worsening working conditions (Jackson & Victor, 2011; Mair, Druckman, & Jackson, 2018), a number of researchers have suggested that the benefits of wellness programmes outweigh its cost in several ways (Conference Board of Canada, 2002; Goetzel et al., 2002; Mitchell et al., 2013; Ozminkowski et al., 2002; PricewaterhouseCoopers, 2008). Others have argued, from the similar perspective, that employers and trade unions strive to improve the wellbeing of employees for increased productivity, more job satisfaction, and stronger bottom-line results (Boles et al., 2004; Brandt-Rauf et al., 2001; De Greef & Van den Broek, 2004; Occupational and Environmental Health Foundation (OEHF), 2004).

Productivity and Wellbeing

Wellbeing has been considered as a driver of higher levels of productivity, a means of solving the productivity puzzle (Austin, 2019; Isham et al., 2020; The Work Foundation, 2015). However, the relationship between productivity growth and wellbeing is complex and may involve many moderating or mediating factors. Some of these mediating factors may include income, expectations, and leadership effectiveness, among others. In the words of Isham et al. (2020), the practices and outcomes promoted by the pursuit of productivity growth were often deemed to have differential consequences for wellbeing; hence, "the relationship between productivity and wellbeing may be bi-directional and positive or negative across different contexts" (p.10). Meanwhile, many researchers argue that employee wellbeing has a positive impact on the levels of employee and firm-level labour productivity (Christensen, 2017; DiMaria et al., 2019; Zelenski et al., 2008). Isham et al. (2020) argued the case for this and concluded that productivity levels are determined by wellbeing rather than the other way around. The

established relationship here is the causal relationship between productivity levels and wellbeing, where wellbeing is a causative factor for productivity levels and ROI.

Social Returns on Investment (SROI) and Wellbeing

One aspect of ROI is the Social Return on Investment (SROI). The SROI framework has often been used by social enterprise in the non-profit sector (Arvidson et al., 2013; Banke-Thomas et al., 2015) such as public schools or the education sector in a broader sense in which no price is associated with its outputs. Researchers have argued that the SROI, as an economic measurement tool, is derived from a cost-benefit analysis (CBA) and is used to apply a dollar value to socially situated outcomes (Millar & Hall, 2013; Pathak & Dattani, 2014). Researchers who study leaders and their effectiveness from an economic perspective such as return on investment or cost and benefit associated with a programme might be advised to consider using SROI. However, it is important to recognize that the SROI is not ideal for comparative studies.

Cost-Benefit Analysis (CBA) for Wellbeing Programmes

Ozminkowski et al. (2002) conducted a study with the aim of estimating the longer-term impact of the Johnson & Johnson Health & Wellness Program on medical care utilization and expenditures. They followed employees for up to five years before and four years after program implementation. Using fixed-effects regression models to control factors that may influence utilization and expenditures, the authors found a large reduction in medical care expenditures (approximately $224.66 per employee per year) over the 4-year Program period, the authors concluded that programs designed to better integrate occupational health, disability, wellness, and medical benefits may have substantial health and economic benefits in later years. In simple words, wellbeing programs have great economic benefits. The findings here imply that institutions where the effectiveness of a leader is measured or interpreted on the basis of

economic benefits of organized programs, such programs should be designed to also improve the wellbeing of the employees. The benefits of wellbeing programs are evidenced in the findings of a study on health and productivity cost burden of physical and mental health conditions affecting six large U.S. employers in 1999. For this study Goetzel et al. (2003) developed a methodology involving the creation of patient episodes of care that incorporated employee productivity measures of absence and disability. Using data for 374,799 employees from six large employers, the authors argued that absence and disability losses constituted 29% of the total health and productivity related expenditures for physical health conditions, and 47 % for all of the mental health conditions examined. The authors identified depression and anxiety disorders as one of the costliest mental health disorders. Programs meant to reduce stress, depression and anxiety could contribute to the effectiveness of a leader, especially where leadership effectiveness is measured on return on investment, or number of sick leaves (used as a measure of productivity). This is just to state that the literature tends to suggest that depressed individuals exert a significant cost burden for employers. For instance, Goetzel et al. (2002) published an article that addresses the subject of employee depression and its impact on business. The article was based on their postulation that employers are very concerned about rising mental health care costs and that they (employers) want to know whether there is a productivity payback from health care spending. Evidence from their study indicates that worker depression may have its greatest impact on productivity losses, including increased absenteeism and short-term disability, higher turnover, and suboptimal performance at work. They further argued that there is growing evidence that improvements in productivity occurring from effective treatment may offset the cost of the treatment.

In another development, Mitchell et al. (2013) conducted a study meant to estimate productivity-related savings associated with employee participation in health promotion programs. Using propensity score weighting and multiple regression techniques to estimate savings, the authors found that employees who participated in telephonic health management programs and successfully improved their wellbeing (health care or lifestyle) showed significant improvements in lost work time. They estimated that these employees saved an average of $353 per person per year (equivalent to about 10.3 hours in additional productive time annually) compared with similar, but nonparticipating employees. McGrath and Stevens (2019) conducted a study meant to forecast the Social Return on Investment (SROI) associated with children's participation in a circus-arts program on their mental health and well-being. The authors adopted a mixed method approach involving children between the ages of 9 and 14 years. Their SROI analysis estimated that $7 of social return may be generated for every $1 invested in a wellbeing (circus-arts) programme. These returns are identified as decreasing the potential costs of treating associated illnesses (e.g., depression and anxiety) and social dysfunction (e.g., crime and incarceration). To add to the argument on the relationship between wellbeing and productivity, Isham et al. (2020) postulated that there is a positive relationship between levels of wellbeing and labour productivity. It is not uncommon for a country to experience both declining productivity growth rates and declining wellbeing. A notable example is the case of UK. While its productivity growth has been falling for several decades, wellbeing in the UK also appears to be declining (Isham et al., 2020; Jackson, 2019).

Psychological Theories/Constructs and Wellbeing

In the following sections, I will review selected psychology theories including the construal-level theory and the broaden-and-build theory (positive emotions). The psychology and wellbeing constructs of Ryff (1989) and Horvath (2018) will be reviewed.

Construal-Level Theory

In their examination of the relationship of psychological construals with well-being, Horvath (2018) synthesized ideas from Lyubomirsky (2001), Liberman and Trope (1998), Trope and Liberman (2010), and Trope et al. (2007) on the Construal-Level Theory (CLT). The author argued that space, time, social distance, and hypotheticality were four psychological distance dimensions with which objects are construed. Construal referred to how persons perceive, understand, and interprets their world or a particular situation, or the acts of others toward them. Construal level can be close events (low-level construals such as secondary matters or thing unrelated to one's goals), or distant event (high-level construals such as matters considered as primary or related to high goals). Horvath (2018) argued that with events at close psychological distances, low-level construals – objects, events, and actions perceived close to oneself on these four distance dimensions – are more likely to be used due to its practical oriented nature. At a higher education level for instance, factors such as communication, relationship and interactivity with other staff or leaders, collegiality, resources, among other factors may be perceived close to the individual faculty member or the department head. In practice, faculty rely on practical solutions and skills (Horvath, 2018) to enhance their wellbeing levels and to function well. Some of these practical solutions may include effective communication, role clarity, achievable teaching loads, administrative practices, rewards, willingness to alter work assignments and

recognition of significant achievements of faculty. All these low level construals are found to affect faculty wellbeing (Austin & Gamson, 1983; Baldwin, 1990; Walker & Hale, 1996).

Broaden-and-Build Theory and the Positive Emotions Theory

The broaden-and-build theory has been explored extensively in regard to emotions (Fredrickson, 2001; Fredrickson & Branigan, 2005; Horvath; 2018; Tugade et al., 2004). For example, Horvath (2018) studied the theory and argued that the theory suggests "situations and conditions influence the types of construals that might be activated... More demanding, emergency, or upsetting situations are psychologically close and require immediate action" (p.16). The ways and extent of wellbeing facilitation and diminishing appears to be psychologically close considering the growing concern for wellbeing worldwide. Among other things, wellbeing has been considered as a driver of higher levels of productivity and the means of solving the productivity puzzle (Austin, 2019; Isham et al., 2020; The Work Foundation, 2015) and achieving more job satisfaction, and stronger bottom-line results (Boles et al., 2004; Brandt-Rauf et al., 2001; De Greef & Van den Broek, 2004; Occupational and Environmental Health Foundation (OEHF), 2004). The issue on job satisfaction in the higher education environment has to do with how faculty perceive, comprehend, and interpret the behaviour or action of others towards them, psychologically termed as "construals." Construals may determine the kind of emotion that will be ignited from others' action or behaviour to the individual faculty member. Fredrickson (2001) studied the role of positive emotions in positive psychology. Focusing on the broaden-and-build theory of positive emotions, the author argued that reducing or desisting from some actions or factors or improving on them will help both the leader and the follower to remain satisfied with life and work even while experiencing a difficult or stressful day which in turn can result in less worry and greater happiness over time (Tugade et

al., 2004). For the purposes of this study, these factors that need to be refrained from and those that need to be improved are called “wellbeing diminishing” and “wellbeing facilitation” factors respectively. Generally, it has been argued that positive emotions broaden one's “thought-action repertoires and facilitate the growth of psychological resources, whereas negative emotions constrict and reduce them…Therefore, the situations that people face, and the emotions they arouse, can be expected to influence their psychological orientations and construals” (Horvath, 2018, p.16). In this study, the breadth and length of these factors that are particular to faculty, specifically in the study area, have been examined.

Horvath’s Construct of Psychology and Wellbeing

In this section, I used the ideas of Horvath (2018) because that work is relevant to this study. The work of Horvath (2018) is useful to explain why certain actions of individuals diminish their faculty colleague’s wellbeing and what corrective actions can be taken against them. Horvath’s construct of psychology and wellbeing examined the relationships of construals of the properties of psychological distance dimensions with well-being. The construct specifically examines identity, security, value, and control as important properties of psychological distance dimensions and demonstrates that, in many circumstances, when these properties of distance dimensions (i.e., identity, security, value, and control) are construed at high-levels, they are associated with psychological well-being and behavioural adjustment.

Self-Identity and Self-Esteem as Essential Constituents for Psychological Wellbeing

Horvath (2018) defined identity to include “content and readiness to act and employ mindsets to make personal meaning…describes what the individual identifies with and maintains across space or time” (p. 16). Meanwhile identities are “the traits and characteristics, social relations, roles, and social group memberships that define who one is” (Oyserman, Elmore &

Smith, 2012, p. 69). Although identity is broadly thought to be mental construct, social product (context) and forces of action (Oyserman et al., 2012), identity connects objects with the person and gives them importance and meaning (Horvath, 2018). Horvath (2018) reviewed how Beck (1976) had used the concept of the personal domain to describe the extended self and situated the idea in the broaden-and-build theory grounded in positive emotions. The author noted that clustered around the person's self-concepts, goals, and values were other tangible and intangible objects in which the person had an investment. Anything that is perceived to have affected this personal domain and its objects also affects the individual's emotions and psychological well-being (Beck, 1976; Horvath, 2018). In his effort to explain how perceived success or self-enhancement generated a feeling of extreme happiness, and improved wellbeing, threat of harm or danger evoked anxiety, and loss lead to sadness, Horvath (2018) argued that "perceived intentional transgression by others on one's personal domain provoked anger" (p.16). This argument suggested that individuals, when they identify themselves with how things work as they relate and perform roles within their social group membership, any evidence of deliberate action that seems to break rules and put them in an undue difficult condition may evoke anger. For example, faculty members may not feel happy when roles are assigned to them by their head of department if they are not interested in the role and the manner within which the role was assigned is not within the confines of rules guiding the assignment of roles to faculty. This was to argue that self-esteem constituted a greater importance for psychological well-being in adults as evidenced from the literature and other examples of the use of high-level construals of the self (having coherent, consistent, and stable self-concepts) indicates that the self-concept and the self-esteem, at high levels of construal are associated with psychological wellbeing (Horvath, 2018). Identity and self-esteem as importance constituents for psychological well-being is as a

psychological property or feature of psychological distance dimensions that describes what the individual identifies with and maintains across space or time (Horvath, 2018).

Security of Social Environment as Important Aspect of Psychological Wellbeing

When a person experiences instability in his or her milieu, their psychological wellbeing diminishes (Toffler, 2002). It is known by intuition that people need some kind of security to be stable and live well in their social environment – a reason for keeping our doors locked while we are away. A sense of security is an important aspect of psychological wellbeing. Strengthening of a society's psychological security is key to improving the wellbeing of many of people (Zotova & Karapetyan, 2018). Security has been used by Horvath (2018) to mean the love, protection, and guidance of the child by good parenting to boosts the child's confidence. Inferring from this definition, security in the higher education environment is the love, protection, facilitation, and guidance of the faculty member by an effective leader to boost their confidence and improve job satisfaction and wellbeing. Horvath (2018) showed how mental representations of children's relationships with attachment figures at high-levels of construal provide a general sense of security, psychological stability, and well-being by arguing that after childhood, an adult assumes the responsibility to enhance and preserve attachment and security which remains essential to well-being in adulthood. This idea provides a clear analogy that is applicable in the higher education setting. New faculty, after some years of experience working in their department, assume some leadership roles such as improving security and wellbeing. Some modern leaders may find priority in security and wellbeing. Security has been thought to be influenced by the social and cultural environment of the individual (Zotova & Karapetyan, 2018). At a society level, the status of people's security directly depends on the processes taking place in the society as a whole (Zotova & Karapetyan, 2018). People's perceptions and

assessment of their state of security are psychological processes, but when security is construed at high-levels (global, coherent, consistent, or enduring) they are associated with psychological well-being and behavioural adjustment (Horvath, 2018; Zotova & Karapetyan, 2018).).

Value of One's Needs, Motifs, and Resources That They Have Strived to Acquire

Horvath (2018) used the term "value" to refer to needs and motifs, arguing that value is "a psychological quality, attribute, or property that gives objects, actions, or events meaning" (p.17). A broad definition of value was given by Oyserman (2015) who defined value from the perspective of internalized cognitive structures that guide choices. A sense of priorities and willingness to make meaning and see patterns are two of the ways by which internalized cognitive structures guide choices (Oyserman, 2015). An individual's needs and motifs may define their priorities. For example, as a matter of choice and preferences, one may decide to prioritize personal achievement (in terms of valuable resources) over group good while others may do the reverse, prioritizing group good over personal achievement. Horvath (2018) was concerned with causers of threat and stress, and therefore argued that potential or actual loss of valuable resources that a person has strived to acquire causes stress. Horvath (2018) noted that relationship with others and personal growth (Ryff, 1989) as well as community involvement connects with intrinsic motives. On the other hand, response to external demands and actions done for secondary purposes other than inherent satisfaction with the activity also links with extrinsic motives (Horvath, 2018). Specific examples of such extrinsic motives are the desire for wealth, external success, and fame (Horvath, 2018). Aligning the construct of value with psychological wellbeing, the author concluded that motives, goals, and values that are construed at high-levels (overall guide behaviour or that are central to the self) are associated with long-term psychological wellbeing.

Control of One's Environment

Control has been used to describe a factor that reduces the uncertainty of events and actual control of one's environment, the sense of being in control of events (Horvath, 2018). The term "control," as used by Horvath (2018), is a construct to speak to environmental mastery (Ryff, 1989) which will be explored in the section to follow.

Ryff's Construct of Psychology and Well-being

Ryff's Model of Psychological Well-being is one of the most cited psychology constructs for wellbeing and relevant to explain the findings in this study. For this reason, I will rely on much of the work of Ryff (1989) for the content in this section. Ryff (1989) operationalized six aspects of well-being derived from literature which contribute to an individual's psychological well-being and happiness. These factors have been listed to include self-acceptance, positive relations with others, autonomy, environmental mastery, purpose in life, and personal growth (Ryff, 1989). Synthesizing ideas from Aristotle's *Nicomachean Ethics*, the needs theories of Maslow, psychological wellbeing constructs of Bradburn, Andrews and Withey, Rogers, and Jahoda, among others, the author postulated that positive relations with others, autonomy, purpose in life, and personal growth were not strongly tied to prior assessment indexes and instruments prominent in earlier wellbeing studies (i.e., affect balance, life satisfaction, self-esteem, morale, locus of control, depression).

Self-Acceptance as Recurrent Criterion of Wellbeing

Ryff (1989) used the term "self-acceptance" to refer to "a central feature of mental health as well as a characteristic of self-actualization, optimal functioning, and maturity…holding positive attitudes toward oneself emerges as a central characteristic of positive psychological functioning" (p.1071). The author considered individual's sense of self-acceptance as the most

recurrent criterion of well-being evident in the previous perspectives. Although Christopher (1999) was concerned that preoccupation with self-acceptance and self-esteem may be predicated on a notion of the self as "metaphysically separated from other human beings, society, nature, and the cosmos" (p. 148), he admitted that self-acceptance (Ryff, 1989) is an aspect of psychological wellbeing.

Positive Relations with Others

Positive relations with others as used by the author emphasizes the importance of warm, trusting interpersonal relation with others and hence, argued that self-actualizers have strong feelings of empathy, deeper friendship, and affection for all human beings (Ryff, 1989). Warm relating to others is posed as a criterion of maturity (Ryff, 1989). Positive relation with others can be enhanced through security - the love, protection, and guidance (Horvath, 2018).

Autonomy of an Individual

Autonomy was used by the author to mean qualities such as self-determination, independence, and the regulation of behaviour from within. Using self-actualized individuals as an example, Ryff (1989) argued that autonomous functioning (i.e., a sense of freedom from the norms governing everyday life) and resistance to enculturation describe self-actualizers whereby one evaluates self by personal standards. Christopher (1999) interpreted Ryff's autonomy to imply the belief that one's thoughts and actions should not be determined by agencies or causes outside one's control. Christopher (1999) based this view on several examples and empirical studies that enabled questions to be asked about the relevance and appropriateness of autonomy, arguing that it is not at all clear how relevant or appropriate autonomy is for non-Western cultures, or for women and ethnic minorities.

Environmental Mastery as Important Ingredient of Psychological Wellbeing

To explain "environmental mastery," Ryff (1989) considered the "individual's ability to choose or create environments suitable to his or her psychic conditions" (p. 1071). Ryff emphasized the extent to which the individual takes advantage of environmental opportunities, the author noted that "active participation in and mastery of the environment are important ingredients of an integrated framework of positive psychological functioning" (p. 1071). Yet, Taylor (1975) argued that the ability to manipulate, control (Horvath, 2018) or master the environment both confirms and proves Weber's (1946) vision of the world as disenchanted which means "without deeper purpose" (Christopher, 1999, p.147). For example, faculty being matured individuals, it will be expected that faculty can rationally face this disenchanted world and calculate the most effective means of accomplishing self-chosen goals (Christopher, 1999, p.147). Apparently, faculty members may not exclude wellbeing maximization when aiming to achieve their self-determined goals.

Purpose in Life

Mental health is deemed to include beliefs that provide the individual with the sense or feeling that there is purpose in and meaning to life (Ryff, 1989). Ryff (1989) made reference to the life span developmental theories and postulated that a variety of changing purposes or goals in life (e.g., being productive and creative, achieving emotional integration in later life etc.) gives the individual a feeling of meaning to life. According to Ryff (1989), goals, intentions, and a sense of direction are contributing factors to the feeling of purpose in life and the sense that life is meaningful – individuals with such characteristics function positively in life. The use of this concept of "purpose in life" has been questioned against what it means to use purpose in life as a criterion of psychological well-being (Christopher, 1999). This critique was provided citing Berger (1979) who argued that using purpose in life as a criterion of psychological wellbeing

leaves the individual with a responsibility to choose their own world view as they define meaning in their life (Berger, 1979).

Personal Growth of a Person

Finally, Ryff (1989) described personal growth by arguing that optimal psychological functioning requires that one continue to develop his or her potential to grow and expand as a person. The need to actualize oneself and realize one's potentialities and openness to experience (i.e., continually developing and becoming, rather than achieving a fixed state wherein all problems are solved) are features of personal growth and fully functioning persons respectively (Ryff, 1989). Ryff (1989) referred to the life span theories and argued that the life span theories emphasized continued growth and the confronting of new challenges or tasks at different periods of life.

Theoretical Approaches to Wellbeing

The marginalists theories have been used in diverse fields of study, but mostly in economics, to explain the additional units of utility, cost, and production among others, obtained or gained from using the one more (i.e., the last) unit of a factor in question (e.g., commodity, labour, etc.). The importance of the marginal theory to contemporary economic understanding should not be underestimated; yet its use and application in education, especially as pertains to wellbeing is hard to find in the literature. That is, despite the importance of the marginal theory, the theory has neither been applied to the study of wellbeing nor used in the education literature, generally when discussing issues related to wellbeing. Research on marginal wellbeing is new in education. One study in which the concept “marginal wellbeing” was mentioned, actually used the construct to categorize general wellbeing schedule (GWBS) scores or results into different levels of wellbeing or distress, ranging from “positive wellbeing” (not distressed) to negative

wellbeing or “serious issues” (most serious distress) (Conyard et al., 2020). Geoff Mulgan, co-founder of Action for Happiness once mentioned “marginal wellbeing” in his responses when interviewed on the topic: Why Happiness? He said: “clearly someone who owns ten mansions, 300 shoes and five Aston Martins has become an incredibly inefficient consumer by any objective measure, because the marginal wellbeing value of their last Aston Martin or mansion has become close to zero” (Mulgan, 2011, para. 20). He added that marginal wellbeing may even become negative when thinking about losing the existing properties, whereas “a small increment of income for someone on a very low wage may have a big effect on their wellbeing” (para. 20). The current study will introduce the terminology “marginal wellbeing” as a way of shifting attention from wellbeing as a whole to wellbeing at the margin or extra (additional) wellbeing gained from the last action of either the department head or their faculty colleague.

Traditional approaches to the study of wellbeing tend to ignore marginal contributions to wellbeing, which can be negative or positive regardless of whether the overall wellbeing of faculty (both leaders and followers) is increasing or diminishing. Most studies focus on overall wellbeing or specific aspects of wellbeing such as mental health, traumatic stress, compassion and burnouts, and job satisfaction among others (Kumari, 2001; Mills et al., 2005; Terheggen et al., 2001; Ying-Ying et al., 2018) without considering wellbeing at the margin. Other approaches to wellbeing are aligned with three broad perspectives to wellbeing studies: subjective well-being (SWB), psychological well-being (PWB), and workplace well-being (WWB). SWB aligns with the “hedonic approach where happiness arises from maximizing pleasure and minimizing displeasure, while PWB aligns with the eudaimonic approach where happiness arises from personal fulfillment and expressiveness, self-actualization, and self-determination” (Stefl, 2020,

p. 13). The author posited that WWB is an extension of these frameworks which focused on the "domain-specific context of the workplace" (p. 13).

Sensing that some approaches fail to consider marginal wellbeing, I developed an alternative model for wellbeing that better captures unique effects of marginal contributions of department heads and faculty colleagues to their overall wellbeing. I call this the "theory of marginal wellbeing" since the overall wellbeing appears to be affected by many factors that marginally sum up to be a whole. To increase the understanding of wellbeing, this study created a framework for wellbeing – marginal wellbeing theory – to provide a new direction of study into wellbeing and serve as a basis for academicians and researchers to explore further into this new way of rethinking wellbeing. The current study combines subjective well-being (SWB), psychological well-being (PWB), and workplace well-being (WWB) approaches to offer a unique construct that simplifies the conceptualization and understanding of faculty wellbeing.

Bradburn Construct of Psychological Well-Being (Affect Balance)

Bradburn Scale of Psychological Well-Being (Bradburn, 1969), also known as the Affect Balance Scale assesses positive and negative affect as indicators of life satisfaction, general well-being and overall happiness. The scale assesses the wellbeing of individuals using criteria from both positive affect and negative affect domains of the individual. The original Bradburn (1969) construct was based on dichotomous (i.e., 1 "Yes," 0 "No") responses from an individual. Bradburn (1969) conceptually distinguished between the positive affect and negative affect and defined wellbeing (i.e., psychological wellbeing) or happiness as the balance between the two, which is termed as "Affect Balance" - the difference between the positive and negative affect. Bradburn's construct of psychological wellbeing focused on happiness as the dependent variable.

PERMA Construct of Wellbeing and Happiness

The PERMA model (Seligman, 2008; Seligman, 2011) harmonized hedonic and eudaimonic aspects of wellbeing. The five-element model comprise "quantifiable" items that measure happiness and wellbeing. The items are positive emotion, engagement, relationships, meaning and accomplishment. Seligman (2008) used the term positive emotion to mean "the engaged life" (p. 7) which relates to the positive emotion theories of the earlier proponents (Fredrickson, 2001; Fredrickson & Branigan, 2005; Tugade et al., 2004). Seligman (2008) explained meaning or purpose as "the meaningful life" (p. 7), which has been explained by Ryff (1989) as beliefs that provide the individual with the sense or feeling that there is purpose in and meaning to life. Contributing factors to the "the meaningful life", the sense that life is meaningful, have been listed to include goals, intentions, and a sense of direction (Ryff, 1989). Engagement was used to mean "the engaged life" (Seligman, 2008, p.7); thus, positive relation with others (i.e., trusting interpersonal relation with others) which relates to the strong feelings of empathy, deeper friendship, and affection for all human beings (Ryff, 1989). Sara et al. (2018) generated a profile to represent indicators of optimal functioning of some group of professionals using the PERMA model. The authors found that all dimensions of the PERMA elements had high scores of ratings with "meaning" being the highest rated dimension among them.

Wellbeing Constructs at Higher Education Environment and Faculty Wellbeing

Stefl (2020) reviewed the literature on historical trends on wellbeing. The author made a trend analysis on wellbeing studies and argued that over the years much attention has been given to undergraduate student well-being when institutions are considering wellness programs. Connecting the historical analysis on wellbeing with faculty, the author argued that the only attention given to faculty in wellness programming is to position them as "mere support

structures" (p. 7) for student well-being. Currently, faculty wellbeing has gained much attention as the call for institutions to create a culture of "wellbeing for all" is at its ascendency (Amaya et al., 2019; Henning et al., 2018; Stefl, 2020). A reference of institutions responding to this call for "wellbeing for all" can be made to the University of Saskatchewan. The University's commitment to "wellbeing for all" is clearly presented in its statement for wellbeing that goes: "We will take a holistic approach to create a culture of wellness by engaging the university community—students, faculty, and staff" (University of Saskatchewan, n.d, p. 6). This statement covers everyone in the institution including faculty. The coverage of faculty wellbeing is extensive, covering many broad areas including burnout, imposter syndrome, and job satisfaction, among others.

Burnout

Recent studies on faculty wellbeing tend to focus more on burnout (Kavanagh & Spiro, 2018; Luken & Sammons, 2016; Sabagh et al., 2018). Burnout has become a serious issue among faculty. For example, Kavanagh and Spiro (2018) studied faculty wellness and educator burnout among otolaryngology graduate medical educators and argued that approximately 70% of the respondents showed symptoms of burnout. The symptoms are evidenced on scores on three indices: emotional exhaustion, depersonalization, and low personal accomplishment or inefficiency (Kavanagh & Spiro, 2018; Maslach & Leiter, 2007). El-Ibiary et al. (2017) studied burnout and associated risk factors among pharmacy practice faculty. Their findings confirmed greater proportion of faculty burnout, especially emotional exhaustion which was identified in 41.3% assistant professors, and those without a hobby. Some researchers have identified features of individuals experiencing burnout. Key among these features include being unable to fully engage in work and threatened performance such as contributing to medical error, as pertains to

graduate medical educators for example (Wei et al., 2016; Willis et al., 2017). Sabagh et al. (2018) shared a similar view on the high level of faculty burnout. The authors defined burnout to cover "a state of physical, emotional and mental exhaustion resulting from a prolonged response to long-term exposure to demanding situations" (p.132).

Imposter Syndrome

Many authors have used the term "imposter syndrome," but in different ways (Laux, 2018; Mohr, 2014; Young, 2011); yet Bravata et al. (2020) and Stefl (2020) attributed the construct to Clance and Imes (1978). Imposter syndrome is a condition that describes high-achieving individuals who, despite their objective successes, fail to internalize their accomplishments and have persistent self-doubt and fear of being exposed as a fraud or imposter (Bravata et al., 2020). Susceptibility to imposter feelings varies in phases of faculty careers. For example, Earle et al. (2008) posited that early and mid-career faculty may be particularly susceptible to imposter feelings. However, women faculty may be more likely to experience imposter syndrome feelings due to factors such as gender socialization which can act as a catalyst for these feelings (Laux, 2018). Fear of evaluation and failure, guilt about personal success, self-doubt, and underestimation of self while overestimating others are some features of imposter feelings identified by researchers (Clance & Imes, 1978; Laux, 2018; Stefl, 2020).

Job Satisfaction

Job satisfaction has been explained to mean individuals' evaluations reflecting contentment and positive associations with their jobs (Carter et al., 2020; Locke, 1969). Over the decade, many researchers have conducted studies into faculty job satisfaction (McCoy et al., 2013; Ryan et al., 2012). For example, McCoy et al. (2013) reported that women faculty significantly have lower well-being and more negative perceptions of the institutional

environment than male faculty. That is, women faculty members reported lower job satisfaction and higher intent to leave than men faculty. Sabagh et al. (2018) argued that increased workload demand and role conflict negatively correlated with job satisfaction. Employers and trade unions strove to improve the wellbeing of employees for more job satisfaction (Boles et al., 2004; Brandt-Rauf et al., 2001; De Greef & Van den Broek, 2004), attesting to the global concern for wellbeing and job satisfaction.

Factors Affecting Faculty Wellbeing

There are many factors that affect the wellbeing levels of faculty. It has been affirmed in the old review work of Bland and Schmitz (1988) that faculty wellbeing is a complex phenomenon that is affected by multiple factors. The most prevailing and prevalent factors affecting faculty wellbeing are highlighted in this section. They include: (1) incivility, (2) chilly climate, (3) mindfulness, (4) the pursuit of productivity growth, effectiveness, and high returns on investment, (5) role conflict and role ambiguity, (6) levels of wellness programs, and (7) other factors such as extrinsic factors, organizational culture, and self-efficacy. For this section, the terms faculty well-being and faculty vitality will be used interchangeably as there is no widely accepted definition of faculty well-being, but vitality (as explained in the subsequent sections) is the more commonly used term (McCallum, 2008).

Incivility

There are many factors that affect the wellbeing levels of faculty. One of these factors is student incivility. Ibrahima and Qalawab (2016) identified that faculty members, particularly nursing faculty members are prone to the effects of student incivility. Incivility in higher educational contexts is simply subjective annoyances to most faculty members; a behaviour that may be considered by a faculty member as rude and disruptive (Connelly, 2009; Ibrahima &

Qalawab, 2016). Ibrahima and Qalawab (2016) defined the concept in a broader context to include "all forms of disorderly manners, behaviours, and deteriorated social exchanges" related to social environment and interpersonal relations (p.119). To simplify the meaning of incivility, Mugan (2009) defined incivility in general terms to mean behaviours that deviate from the norms of living together such as reduced helping behaviours, behaviours leading to insecurity, fear, and acts of criminality. Continuous effects of student incivility or incivility in general, may worsen faculty wellbeing and their effectiveness in managing their classrooms. Incivility behaviours such as lateness to class and leaving class early, refusing to answer questions, and being unprepared for class significantly invoke anxiety, self-doubt, and anger in nursing faculty members (Clark & Springer, 2007). Many other researchers support the findings of Clark and Springer (2007); they argue that incivility-related behaviours cause harm to faculty well-being in the form of anxiety, depression, inability to sleep well, and feelings of being attacked and threats among others (Clark, 2008b; Luparell, 2004, 2007; Sprunk et al., 2014). For example, damage to health and well-being of faculty resulting from incivility included loss of morale, lower self-esteem, loss of happiness in teaching, loss of credibility, and tarnished reputation (Luparell, 2004; Sprunk et al., 2014). Adding to the argument, Zurbrugg and Miner (2016) found that with higher levels of incivility, sexual minority women faculty members reported lower job satisfaction and higher job stress than men.

Chilly Climate

Another factor that affects faculty wellbeing is a chilly climate. The term "chilly climate" has been used to refer to inequitable interpersonal interactions, allocation of work responsibilities, resources and rewards in organizations, as well as the differential maltreatment that women experience in academic settings (Britton, 2017; Hall & Sandler, 1982; Miner et al.,

2019; Settles et al., 2007). It is evidenced that chilly climates have a relation with negative occupational well-being outcomes for women faculty in science, technology, engineering and math (STEM). Chilly climate relates to negative occupational well-being in the form of lower job satisfaction and higher turnover intentions (Callister, 2006; Carapinha et al., 2017; Riffle et al., 2013; Settles et al., 2006, 2007; Xu, 2008). For instance, Settles et al. (2007) indicated that negative (e.g., sexist, hostile) departmental climates were related to lower wellbeing, particularly job satisfaction. Yet the climate in which women had more voice in departmental matters, those women showed higher levels of wellbeing in the faculty than those who had less voice in departmental matters.

Mindfulness

Many authors have defined mindfulness from various perspectives and in ways in which they look it (Arendt et al., 2019; Baer, 2003; Dreyfus, 2011). For example, Dreyfus (2011) defined the mindfulness in a broader perspective as the ability to pay attention and observe the current experience rather than getting carried away by their own immediate reactions. Similarly, Baer (2003) defined mindfulness from an evaluative observation perspective. The author stated: Mindfulness refers to the "non-judgmental observation of the ongoing stream of internal and external stimuli as they arise" (p. 125). Arendt et al. (2019) specifically defined mindfulness using key terms from pre-existing definitions (Baer, 2003; Dreyfus, 2011) and argued that mindfulness means "fully paying attention to what is happening in the present moment, both to internal (i.e., emotions and thoughts) and external stimuli with an open, non-judging attitude" (p. 2). A key term common to the definitions of "mindfulness" given by the authors is "attention." Mindfulness may be defined in relation to workplace wellbeing to mean anticipating and giving

attention to or a careful thought (and not to forget) about how one's action(s) may affect others wellbeing.

Many studies have shown that mindfulness affects key workplace outcomes including wellbeing (Arendt et al., 2019; Good et al., 2016; Malinowski & Lim, 2015; Reb et al., 2014; Reb et al., 2015; Ruben & Gigliotti, 2016; Schultz et al., 2014). For instance, two studies reported by Reb et al. (2014) and Reb et al. (2015) revealed a positive effect of leaders' mindfulness on follower wellbeing, and that mindfulness is beneficially associated with workplace wellbeing when tested over two samples. Similarly, Good et al. (2016) found that mindfulness has downstream effects on functional domains of cognition, emotion, behaviour, and physiology which eventually impact key workplace outcomes, including well-being. In addition, the study of Arendt et al. (2019) provided empirical evidence to support the argument for a positive link between mindfulness and wellbeing. The authors argued that leaders' dispositional mindfulness positively affects the wellbeing of their followers. They posited that three components of mindfulness in communication including "paying attention, being open and nonjudgmental, and a calm, non-impulsive manner" are relevant for how followers perceive the communication with their leaders (p.4).

The Pursuit of Productivity Growth, Effectiveness and High Returns on Investment

There has been a large volume of literature regarding the impact of the strive for high return on investment (ROI) on wellbeing. It has been argued that the pursuit of productivity growth (a measure of ROI) may reduce wellbeing by placing pressure on public services and worsening working conditions (Jackson & Victor, 2011; Mair et al., 2018). To add to the discussion, Isham et al. (2020) argued that the practices and outcomes promoted by the pursuit of productivity growth were often deemed to have differential consequences for wellbeing.

According to these authors, the impact of the pursuit of productivity on wellbeing may be "bi-directional and positive or negative across different contexts" (p. 10); yet they postulated that there was a positive relationship between levels of wellbeing and labour productivity. Jasper (2013) conducted a study to investigate the key determinants of workplace wellbeing for practitioners working in Community Mental Health Teams for Older People (CMHTsOP) and social care teams. The author supported the argument for the link between job pressures (which is a common eventuality of the pursuit of productivity) and wellbeing. Jasper (2013) postulated that imbalance between job pressures and autonomy is linked to stress.

It is not uncommon for a country to experience both declining productivity growth rates and declining wellbeing. A notable example is the case of the United Kingdom (UK). While its productivity growth has been falling for several decades, wellbeing in the UK also appears to be declining (Isham et al., 2020; Jackson, 2019). The foregoing arguments suggest that wellbeing levels of both the leader and the follower (heads of departments and members of faculty) is affected by the extent of pursuit of productivity growth, effectiveness, high returns on investment and the resulting job pressures on the leader or follower.

Role Relationships: Role Complementarity, Clarity, Ambiguity and Conflict

Role conflict and ambiguity (Banton, 1965; Davis, 1951; Kahn et al., 1964) is a major factor affecting workplace wellbeing and job dissatisfaction. Kahn et al. (1964) described "role conflict and ambiguity" as a technique of assessing objective role conflict by measuring the expectation of role senders (i.e., those who assign roles). In the higher education context, role senders are administrator faculty members such as Department Heads, Deans, Executive Directors, who assign roles, duties, or workloads to other faculty members. The authors noted the types of role conflict and identified several of its consequences on wellbeing such as intensified

internal conflicts, increased tension, and reduced job satisfaction. Role ambiguity describes the incidences and consequences of ambiguity (Kahn et al., 1964). For clarity, the term "role" can be defined as expectations for a person in a particular position by the person and by role senders within and beyond an organization's boundary (Banton, 1965). Role refers to the duty or purpose of a person and what is expected of him in a situation, organization, society or relationship such as leader-follower relationship. Jasper (2013) considered role conflict and ambiguity as "the processes between the worker (the focal person) being set expectations by the role sender (e.g., manager, supervisor, coworker)" which includes organizational factors of role requirement and level in the organization as well as personal factors (p. 29). The author argued that role conflict occurs when "either competing instructions are received or where instructions conflict with the value-basis of the individual worker" (pp. 29-30) and these instances make workers experience stress and dissatisfaction (Kahn et al., 1964). The reason that the individual experienced poor wellbeing in these instances was that the individuals in a role may have been performing in "ways contrasting to their value systems or in a way different from what the organization expects of them in their role" (Jasper, 2013, p. 30). Role conflict and ambiguity, or role clarity (i.e., a clearly specified roles) as a positive way of putting it, has been found to relieve the stress consequences of high job demands and therefore impact positively on wellbeing (Bliese & Castro, 2000). Sabagh et al. (2018) added to the discussion by arguing that increased workload demands and conflicts between roles contributed to psychological distress and feelings of burnout, resulting in consistent negative correlations with job satisfaction, psychological and physical well-being.

Levels of Wellness Programs

A number of researchers have suggested benefits of wellness programs outweigh its cost in several ways (Conference Board of Canada, 2002; Goetzel et al., 2002; Mitchell et al., 2013; Ozminkowski et al., 2002; PricewaterhouseCoopers, 2008). This implies that wellness programs help improve the wellbeing of the leader and the follower which eventually translate into direct or indirect benefits for the organization. Employers and trade unions strive to improve the wellbeing of employees for more job satisfaction (Boles et al., 2004; Brandt-Rauf et al., 2001; De Greef & Van den Broek, 2004; OEHF, 2004). Some researchers have provided evidence of how wellness programs affect the wellbeing of employees including heads of departments and faculty members. A notable one is the research reported by Ozminkowski et al. (2002) which indicated that a large reduction in medical care expenditures on programs designed to better integrate occupational health, disability, wellness, and medical benefits may have substantial health and economic benefits in later years. In simple words, wellbeing programs help reduce sickness and ultimately improve the wellbeing of the enployees. In this section, I will not pursue the impacts of wellness programs on employees because I have already explored the topic in the previous sections. However, to add the voice on this issues, McGrath and Stevens (2019) conducted a study on participation in a circus-arts program on mental health and well-being. The authors argued that returns on wellness programs are identified as decreasing the potential costs of treating associated illnesses (e.g., depression and anxiety) and social dysfunction (e.g., crime and incarceration).

Extrinsic Factors, Organizational Culture, and Self-Efficacy

A critical review of the literature indicates extrinsic factors (Austin & Gamson, 1983), organizational culture (Baldwin, 1990), and self-efficacy (Bandura,1986; Walker & Symmon, 1997) affect faculty wellbeing. For example, Austin and Gamson (1983) noted that extrinsic

factors such as teaching loads, administrative practices, rewards, and opportunity affect faculty morale. Researchers have explained how administrative practices can affect faculty wellbeing. Such explanations tend to focus on administrative support. Administrative support (Walker & Hale, 1996) such as when Deans and department heads are willing to alter work assignments and recognize significant achievements of faculty (Baldwin, 1990) and administrators sending clear messages to faculty while away for academic programs, all affect faculty vitality and wellbeing (Stark & Lattuca, 1997). With regard to organizational culture, Baldwin (1990) identified factors such as mission, leadership, colleagueship, and customs to be affecting faculty morale, vitality and wellbeing. With a different opinion, Walker and Symmon (1997) added to the discussion by arguing that self-efficacy can impact faculty's well-being. The term "self-efficacy" has been described in the old but very useful work of Bandura (1986) as individuals' judgments of their own ability to deal with a variety of situations central to their actions including what they choose to do, effort they invest in activities, duration they persist in the face of adversity, and whether they approach the tasks anxiously or assuredly.

Role Relationships Between Administrator Faculty and Their Faculty Colleagues

In this section, I show the role relationships between administrator faculty and their non-administrator faculty colleagues at the University of Saskatchewan. In the work environment, faculty in positions such as Dean, Deputy Dean, Associate Dean, Assistant Dean, Executive Director, Graduate Chair, or Department Head and the faculty members who do not serve in such positions interact with one another frequently in the organization. The literature shows relatively high average interaction frequency between leaders and followers (Arendt et al., 2019). A lot of these interactions between the administrator faculty and their non-administrator faculty colleagues take place in a variety of ways including but not limited to department meetings

(USFA, 2017; University of Saskatchewan Careers, 2020), assignment of roles and duties (USFA, 2017; 2021), absence from duties (USFA, 2017), and collaborations for attaining common goals of the department (e.g., research and publication) (University of Saskatchewan Careers, 2020), among others. In this section, to shorten some sentences, I have framed the department head role as an example of the dual relationship (leader and colleague) that exists for academic administrators and their non-administrator faculty colleagues. For this reason many of the examples focused on the department head, albeit many of those instances may apply to the other administrative positions mentioned above.

The faculty member may collaborate with the administrator faculty as a colleague to conduct and publish research together (University of Saskatchewan Careers, 2019; 2020). For example, a job advertisement for a full-time tenure track faculty member position specified that the ideal candidate must possess the quality of being collaborative with other faculty, presumably, including the faculty serving in administrative position. The advert stated: "The successful candidate will have the opportunity to collaborate with colleagues" (University of Saskatchewan Careers, 2019, Faculty Member, Beef Cattle Veterinary Specialist (req5323), para. 2; University of Saskatchewan Careers, 2019, Faculty Member, Food Animal Theriogenology (req4489), para 2). Such advertisements also make the same statement that the "applicant should have demonstrated an ability to succeed in a collaborative research and teaching environment" (para. 4). Similarly, another job advertisement for a full-time tenured faculty member position emphasizes the collaborative quality of faculty members, stating that "the candidate will be expected to: … work collaboratively with members from CCHSA, the Department of Medicine, and other units on campus…" (University of Saskatchewan Careers, 2020, Faculty Member, Ergonomics & Musculoskeletal Health (req5943), para.1). There are many other examples that

demonstrate the extent of which collaboration is important for role relationships among faculty. An ideal one is the statement for a job advertisement for a faculty member which states: "you will be responsible for collaborating with your colleagues to develop an integrated approach to voice, movement, and production in the department" (University of Saskatchewan Careers, 2020, Assistant Professor, Department of Drama Tenure-track; Specializing in Acting and Voice, para. 2). This collaboration will involve "a strong commitment to directing a production in the Greystone Theatre season in rotation with other faculty members" (para. 2). Many of the job advertisements for tenured faculty member position make it clear that effective and excellent interpersonal and communication skills foster role relationships among faculty and therefore; these require prospective faculty members to possess these qualities before they are accepted into the USFA (University of Saskatchewan Careers, 2019; 2020). There have been many studies on the effects of mindfulness, interpersonal interactions, and social relationships at work on wellbeing of both the leader and the follower (Arendt et al., 2019; Malinowski & Lim, 2015, Ruben & Gigliotti, 2016; Schultz et al., 2014); yet studies on role relationships including mindfulness, interpersonal interactions and social relationships among faculty is limited. The current study adds to the literature on this area.

The collaborative effort among other factors and relationships that exist between the the administrator faculty and their non-administrator faculty may not bring department heads, taking for example, and faculty members who do not serve in positions to see themselves as leaders and followers, but rather to see themselves as colleagues, wherein the head of department performs administrative roles. This notwithstanding, the department head is the leader across most departmentalized units who assigns duties within the unit. This is evident in a statement made in an article published on the University of Saskatchewan Faculty Association (USFA) website

which states: “In most units, the unit leader (Department Head or Dean) assigns classes and administrative work, typically within the unit” (USFA, 2021, Balancing your assignment of duties, para. 3). The USFA (2021) used the term unit leader in this article to refer to the head of department. The unit leader, thus, the department head assigns duties following consultation and discussion with faculty at a meeting of faculty in the academic unit (i.e., the departmental faculty meeting) (USFA, 2017; USFA, 2021). Among other things, the duties may include administrative work. The administrative duty of the faculty member of a department may include activities such as serving on committees in the department, college or the University at large (USFA, 2017; University of Saskatchewan Careers, 2020). Examples of departmental committees may include thesis proposal defense committee or doctoral dissertation defense committee of a particular student. Some departments recently emphasize administrative roles of faculty during recruitment. For instance, the Department of Political Studies through the University of Saskatchewan Careers (2020) advertised for a faculty member to fill in the vacancy of full time, limited term (four years) Assistant Professor position. The job advertisement specifically states that “the successful candidate will be required to… and undertake relevant administrative activities, including department meetings and committee work” (University of Saskatchewan Careers, 2020, Faculty Member, Political Studies, para. 1). Serving on the committee may galvanize the administrator faculty and their faculty colleagues into a meeting where they relate with each other in many ways while performing their roles. The activities of the department that may involve role relationship between the these two groups of faculty colleagues may also encompass “participation in Association activities, manuscript and grant assessments, letters of recommendation, editorial or executive membership and policy research or writing for the profession” (USFA, 2017, pp. 10-11). It is typical for the faculty colleagues to

request a recommendation letter from the department head for pursuance of the faculty colleague's personal development agenda that may require such a recommendation letter for the success of the agenda being pursued. The non-administrator faculty colleagues cannot perform all the administrative duties assigned to them without engaging with the any of the administrator faculty members on at least a single matter. The administrator faculty and their non-administrator faculty colleagues do not only relate to one another during meetings and assignment of duties, but also during absence from duties. For example, the non-administrator faculty colleague is expected to arrange with the department head in any capacity within an established guideline if they choose to be absent from duties (USFA, 2017). The non-administrator faculty colleague also relates with the department head while arranging their vacations with their Department Head (USFA, 2017). These arrangements are a few among the many conditions under which the effective interpersonal and communication skills (University of Saskatchewan Careers, 2019; 2020) are applicable.

I argue that given the full range of academic work of faculty and the criteria under which the activities may be identified (USFA, 2017), it is common for faculty colleagues to relate or engage in an interactivity with their non-administrator faculty while performing their roles. Faculty will definitely do so, and for that matter, it is important that the ways and extent of diminishing and facilitating wellbeing in the midst of the inevitable role relationship among faculty be known and acted upon to improve faculty wellbeing or minimize distress.

Policy Context of Wellbeing and Leadership

Howlett et al. (2020) argued that increased policy capacity depends on the competences of individual actors and organizations that perform key policy functions. They wrote, "At the individual level, policy professionals determine how well various tasks and functions in the

policy processes are conducted, and their capacity, in turn, depends upon knowledge about policy processes and evaluation" (Howlett et al., 2020, p. 15).

It has been postulated that approaches in public policy require appropriate research methodologies to move beyond description of their uncertainty, complexity, and context-boundedness (Howlett et al., 2020). The authors explained context boundedness the contexts in which designs take place and instruments operate and argued that some policies are context bounded in time and space. They have tangible boundaries of applicability. In this vein of increasing policy capacity, many researchers have made recommendations geared towards improving the effectiveness of a leader (Dimopoulos, 2020; Jackson, 2020; Ozminkowski et al., 2002). The increasing global concern for wellbeing, especially among post-secondary institutions all over the world, has encouraged other researchers to provide recommendations on how wellbeing levels may be improved (Cherkowski, 2018; Littlecott, Moore, Gallagher & Murphy, 2019; Milner et al., 2015).

Harold Lasswell, a pioneer of policy sciences, noted that an understanding of policy begins with the social and political context of its creation (Howlett et al., 2020). The purpose of this section has been to examine how the various collective bargaining agreements at the University of Saskatchewan connect with wellbeing. The critical issue here is the context in which post-secondary institutions define leadership and effectiveness in connection with wellbeing. It appears that this has to do with issues relating to context and outcomes as institutions may have varying expectations and employment agreements, defined in relation to human resources and labour relations, collective bargaining agreements and bargaining rates, how much to be invested in wellbeing, among others. These contexts are the body of knowledge where leadership could be looked at when considering its connection with wellbeing. It is,

therefore, important to consider information on regulations in which the study on leadership and wellbeing could be a relevant issue for consideration. In this case, I have identified and examined the differences in the employment agreements and their connection with wellbeing in post-secondary institutions, specifically the University of Saskatchewan.

The concept of implementation capacity as a barrier to policy implementation (Howlett et al., 2020) helped justify the issues that will be discussed in this study. It has been identified that human capacity and financial resource capacity are two of the main barriers under implementation capacity barriers (Howlett et al., 2020). Both wellbeing programs and leadership programs such as in-service programs cost universities more money for their implementation. Financial resource capacity is a barrier for policy implementation (Howlett et al., 2020) which the experiences of this university and others are of no exception. Understanding the relationship between wellbeing levels and leadership effectiveness and initiatives towards wellbeing will help policy-makers budget and implement wellbeing and leadership policies. Policymakers in post-secondary institutions need to better understand the relationship between wellbeing and leadership to formulate and implement policies for optimal wellbeing in their institutions.

The USFA Collective Bargaining Agreement Connection with Wellbeing

An analysis of the collective agreement between the University of Saskatchewan and the University of Saskatchewan Faculty Association (USFA) reveals that the agreement involves expenditures which focus on wellbeing. The University has been investing in the wellbeing of the USFA members for the attainment of its goal of academic excellence in the pursuit and dissemination of knowledge (USFA, 2017). Among the major wellbeing investments in the wellbeing of this group are holidays and vacation, recreational facilities, leaves, and the flexible health and wellness spending program (USFA, 2017). For the most part these are negotiated

benefits, many of which go beyond minimum legal requirements for employer provisions to employees. In addition to the six weeks annual vacation, the University's collective agreement with this group has ten different leaves including sick leave. The leave provision in the agreement states that "term appointees and other employees not covered by the Academic Long Term Disability Plan are entitled to sick leave with pay accumulated at the rate of one and one-quarter days per calendar month or fifteen days per year" (USFA, 2017, p. 66). The collective agreement between the University and the USFA shows that sick leave tends to be the most predominant indirect wellbeing investment in this group of employees, yet sick leave may not necessarily promote wellbeing levels. The most direct wellbeing investment in the employees in the USFA group is the Flexible Health and Wellness Spending Program which comes with a policy that requires the University to provide each eligible member with $500 annually in a flexible spending program plus other additional health and wellness benefits. Expenditures on the Flexible Health and Wellness Spending Program are intended to improve the wellbeing of employees.

The collective bargaining agreement also comes with a policy which allows all employees to use the University's recreational facilities "for recreational use, either free of charge or at a reasonable charge, subject to the priorities of teaching, research and intramural and intercollegiate sports, as established by the College of Kinesiology" (USFA, 2017, p. 67). It appears that the investment in the wellbeing of this group of employees covers a wider area as compared with the employees in some other groups such as the PSAC, Resident Doctors of Saskatchewan (RDOS), and Canadian Union of Public Employees Local (CUPE) 1975.

The University's Wellness Framework

The University has adopted a wellness framework to reflect a holistic approach to wellbeing. This framework calls for creating an environment that promotes and supports optimal health and well-being for all who work and/or study at the campuses of the University. According to the University of Saskatchewan (n.d, p. 11), the wellness framework is designed, among other things to highlight the University's commitment to:

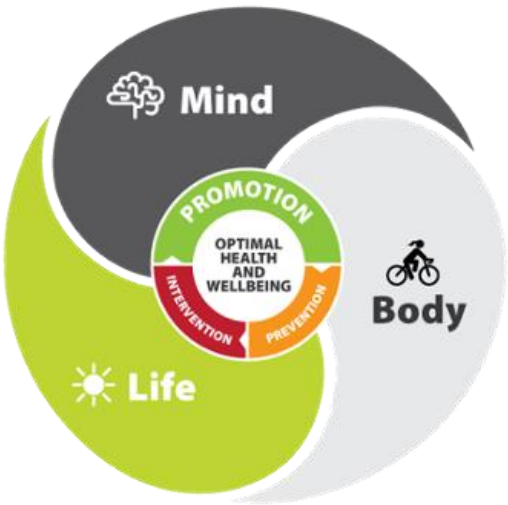
1. Prioritizing resources in wellness promotion, prevention and intervention;
2. Illustrate the holistic approach to wellness and recognize the wholeness of a person is comprised of interdependent elements of mind, body and life;
3. Identify the various dimensions such as emotional, physical and financial within mind, body, and life that affect overall health and well-being and remind us of the need to consider not only the interdependent parts but also their effect upon the whole; and
4. Highlight the role we all play in supporting and affecting our own wellness and that of those around us.

This wellness conceptual framework (shown in Figure 2.1) is University's approach to wellbeing and focuses on everyone. The University document states: "Focusing on everyone—students, faculty and staff—is essential for creating an inclusive wellness environment (University of Saskatchewan (n.d, p. 4). Rather than focusing on the whole, the attention of this study has been on just a unit within the larger set of categories of persons and groups associated with the University. Apparently, persons are best not to live in isolation but rather they benefit from relying on one another for important dimensions related to their lives, well-lived. For

example, administrator faculty and their non-administrator faculty colleagues may rely on each other for duties to be accomplished; while expecting their collaboration will not negatively affect their wellbeing. Therefore, it makes a greater sense that while focusing on each category of its community, the University's conceptual framework builds on unity, trusting that optimal wellbeing can be achieved, in part, through unity and togetherness. On this, the University document puts forward the perspective that: "Together, we will create a culture that promotes wellness and strives to prevent illness" (p. 6). Situating this study within the context of this aspiration perspective, a framework built on togetherness, I have considered what the wellbeing state of each faculty (as person) and what they have done to improve on the wellbeing of self and other faculty colleagues. The conceptual framework shown in Figure 2.2 is a unique extension of the University's wellbeing framework. For example, the university may use interventions (Figure 2.1) which result in responsibility and reliance (Figure 2.2). Similarly, the ways and extent that faculty facilitate and diminish the wellbeing of their fellow faculty (Figure 2.2) relate to promotion and prevention (Figure 2.1) respectively.

Figure 2.1

Wellness Framework (Source: University of Saskatchewan Website, n.d)



The University is committed to increasing investment and focuses on promotional and prevention resources in the mind, body and life wellness priority areas. Various wellness strategies have been put in place to support optimal wellness. A notable one is its partnership with other institutions across Canada made through adopting the Okanagan Charter, a systems approach to a health promotion framework established as a global health initiative to promote wellbeing in campuses of post-secondary institutions. The University's approach to wellbeing is a holistic approach and incorporates community engagement. The University stated that: "We will take a *holistic approach* to create a culture of wellness by engaging the university community—students, faculty, and staff." (University of Saskatchewan, n.d, p. 6). This statement justifies the extent to which the University is committed to its response to the global concern for wellbeing. Below are two of the numerous ways by which the University is committed to wellbeing (University of Saskatchewan, n.d).

1. Commit to a robust wellness partnership that calls for working collaboratively across staff and student portfolios.
2. Commit to collaborate and/or share best practices of wellness strategies, initiatives, and learnings across Canadian and international campuses.

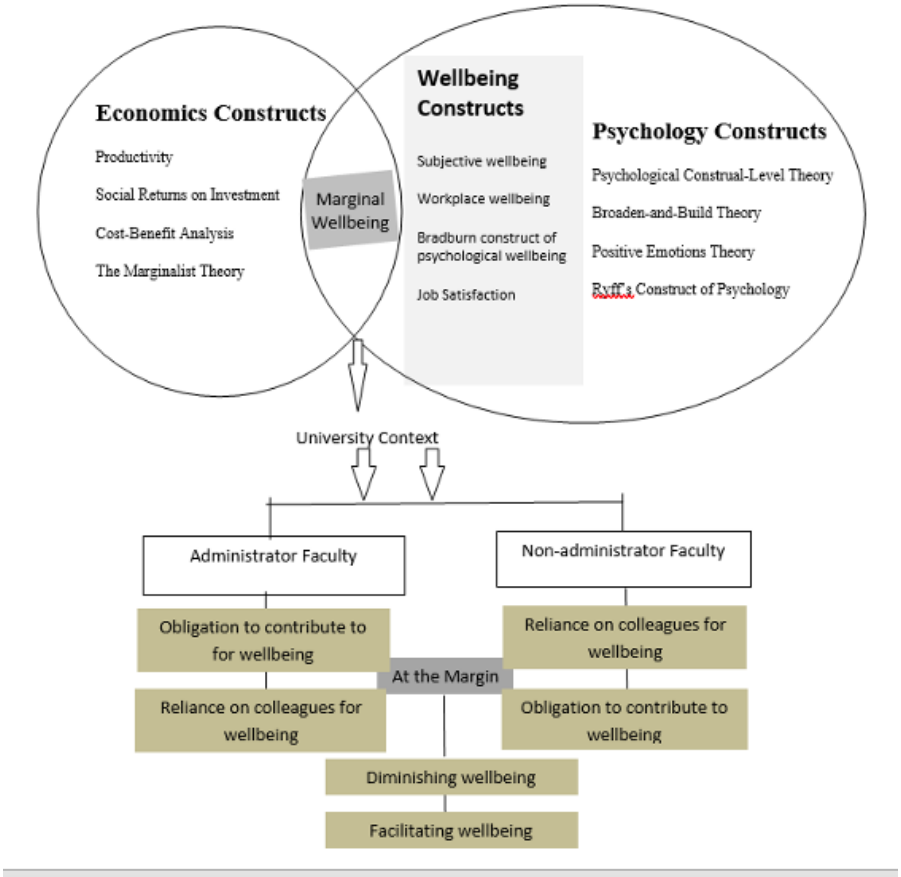
Conceptual Framework

The framework for the context and approach to faculty mutual wellbeing is presented in Figure 2.2. The framework relates to the University's wellness framework (Figure 2.1). The University's wellness framework comprises three broad concepts that define the University's approach to wellbeing including wellbeing promotion, prevention of distress, and the intervention strategies to help promote wellbeing and minimize distress. The conceptual framework for this study is aligned with the University's wellness framework. As shown in

Figure 2.2, the wellbeing constructs are situated in the university context, particularly between administrator faculty and the non-administrator faculty. Both groups rely on each other and feel obligated to contribute to the improvement of wellbeing through various ways they are able to facilitate to wellbeing of other group. This translates to mutual or reciprocal wellbeing promotion, as shown in Figure 2.1. There are ways the two faculty groups diminish each other's wellbeing. Desisting from or minimizing these ways of diminishing wellbeing translates to prevention of distress within one's capacity as shown in Figure 2.1.

Figure 2.2

Conceptual Framework for Relationship of Heads and Faculty Colleagues with Respect to Wellbeing



The approach used in this study to address issues relating to wellbeing fall within the wellbeing construct. The wellbeing construct was derived from two broad constructs, economics construct and psychology construct. Whereas the economics construct relates to measuring and predicting expected levels of satisfaction, happiness and wellbeing needed to be an effective leader or follower, the psychology construct explains what the reality is and, in particular, explains why the leader or follower may feel the way they feel. The wellbeing construct considers what constitute how persons have felt recently and the marginal efforts needed to sustain an encouraging level of wellbeing or to improve an undesirable level of wellbeing. Economic theories are applied to wellbeing theories to maximize benefits at the margin – marginal wellbeing. Both the administrator faculty and their non-administrator faculty colleagues to some extent feel having obligations to contribute to wellbeing as they relate with each other. To this effect, programmes and actions that will facilitate wellbeing and minimize wellbeing diminishing factors will be prudential efforts for sustaining wellbeing. For this among other reasons, this study has provided wellbeing improvement strategy to serve as guide for sustained improved wellbeing, mainly any extra reduction or increase (where appropriate) in a factor affecting wellbeing – marginal wellbeing. The implications of the study call for certain levels of intervention needed to minimized distress and improve wellbeing.

Summary of Chapter Two

The chapter reviewed some theoretical constructs of psychology, economics and wellbeing and the conceptual framework that supports these theoretical concepts.

To clarify the subject of the study topic, the chapter reviewed literature on the broad subject of wellbeing study, behavioural economics and how the subject departs from the standard economics. To explain how the concept of wellbeing fits into the subject, literature on the broad

areas of applicability of behavioural economics was reviewed. As the relationship between wellbeing and leadership may have impact on productivity and returns on investment, literature on economic constructs and wellbeing was reviewed. Literature on psychology constructs and wellbeing was reviewed to show how psychology connects with wellbeing or theories and constructs of psychology that have implications for wellbeing. Some approaches to the study of wellbeing and other wellbeing constructs were considered in the chapter. To narrow down the literature on wellbeing studies to the study area, the chapter considers wellbeing in the post-secondary institutions, particularly faculty wellbeing where factors affecting faculty wellbeing were reviewed. Role relationships between the department head and their faculty colleague was examined. Policy context of wellbeing and leadership at the University of Saskatchewan, particularly the University's wellness framework was considered. Literature was very briefly reviewed on how the University of Saskatchewan Faculty Association (USFA) collective bargaining agreement (CBA) connects with wellbeing.

The chapter concluded with a conceptual framework for wellbeing developed to support the theoretical concepts of economics, psychology, and wellbeing that were used in the literature.

CHAPTER THREE

METHODOLOGY

This chapter describes the general methods that were employed in the study. The chapter begins with study design and the population chosen for the study. The sampling techniques adopted to select a representative sample for the population are explained in the chapter. The chapter proceeds with a specification of dependent and independent variables in the study. The research instruments (adopted versus self-developed) that were used for the study are explained in the chapter. Quantitative data collection procedures are explained, and the procedures used for analyzing those data are expatiated in a systematic manner for each research question. What follows then is how validity and reliability issues were dealt with in the study. The chapter concludes with some ethical considerations that were observed in the study.

Study Design

This is a case study that employed a cross-sectional survey design. Cross-sectional study design involved analyzing data collected from different individuals from a population or a representative subset at a given point in time. This study design was appropriate for this study because the survey used to collect data was created to ascertain facts about faculty members' perceptions with respect to their own well-being, together with attitudes and behaviours related to their diminishment and/or contribution to the wellbeing of others. Mugenda and Mugenda (1999) noted that survey research attempts to collect data from members of a population and describes existing phenomena or studies the general condition of people. This survey research investigated faculty in administrative and non-administrative roles with respect to their behaviours and opinions through questioning them (Cooper & Schindler, 2003). The study

included five factors and examined their contributions to wellbeing at the margin from a multiple-factor perspective.

The idea was to generalize the results to the specified population. For this reason, I adopted an approach of using a survey that mainly collected quantitative data with just a few open-ended questions. The open-ended questions served to supplement and elaborate on the findings from the quantitative results. The open-ended questions also helped solicit response that generated results which could not be obtained using close-ended questions. In this case I adopted the technical/quasi-statistical style wherein a researcher decides on the categories in advance (McMillan & Schumacher, 2010). This method of using quantitative data with few open-ended questions was ideal for the study since the use of numbers, statistics, structure, and control in quantitative research design maximizes objectivity in measuring and describing phenomena (McMillan & Schumacher, 2010). Objectivity in measuring was the emphasis of the study as the information solicited, as well as the analysis, involved rigorous use of numbers and statistics. Again, as stated in chapter one, the data collected for the study were provided by the respondents based on their perceptions. The uncertain nature of reality of one's perceptions is perhaps one of the reasons some researchers adopt qualitative methods which allow researchers to make meaning out of people perceptions. Perception is indeed subjective but using quantitative data with large sample to study wellbeing helped identify where the mass had located themselves with respect to each item. The perceptions data collected from a greater number of people helped to capture various views that were useful to track the direction and iron out the differences regarding issues that affect majority of faculty and those that affect just an insignificant proportion of faculty. That is, the use of quantitative methods helped to measure and compare responses on the variables of interest, provided based on faculty's perception;

however, and as indicated, the open-ended questions supplemented the quantitative data and helped move a step further to the identification and examination of the ways faculty facilitate and/or diminish wellbeing amongst themselves.

In sum, the study collected data based on faculty's perception but maximized objectivity in drawing conclusions for the population. In other words, although faculty came out with their opinions based on their own perceptions on the wellbeing issues, the focus was to draw a conclusion on "what the issue is," and not "what someone thinks" about the population.

Population, Sample, and Sampling Technique

The general population was faculty members of the University of Saskatchewan. Purposive sampling technique was used to select Saskatchewan as the study area and to select one post-secondary institution. Being the largest post-secondary institution in Saskatchewan, the University of Saskatchewan was selected for the study. There was no defined appropriate sample size for a research study. However, Delice (2010) argued that although sample size between 30 and 500 at 5% confidence level is generally sufficient for many researchers, it has been identified that 30% of theses have kept sample sizes as big as possible (more than 250) for reliability purpose while the sample size in 40% of theses have been under 50 (Delice, 2010). For reliability reasons, I selected 254 participants constituting the sample from which a generalization will be made on the target population used for the study. Of the 254 participants, 52 were administrator faculty while the remaining 203 were faculty colleagues who did not serve in administrative positions. The technique used to obtain the 254 sample is explained in the next paragraph.

The 258 responses obtained from the online survey were screened to eliminate observations that had missing information for relevant variables (i.e., close ended questions only). A total of 21 observations representing 8.1% of the total number of observations had missing data. Only five of these had more than one missing data each; the remaining 16 had only one missing data point each. Keeping observations with only one missing data did not affect the quality of the data. For this reason, in addition to one observation that had three missing data points, all the 16 observations that had only one missing data point were included in the study. That is, a total of 17 observations that had missing data were included in the study while a total of four observations (including case ID 68, 196, 316 and 349) that had more than three missing data points were excluded from the study. Consequently, 254 volunteer participants were selected for the study. In the section that follows, I have described the respondents who participated in the study.

The Respondents

The study was conducted using respondents who were mainly Full Professors, Associate Professors and Assistant Professors (of which the greatest proportion were Full Professors, 37.2%), who belonged to either one of the administrator faculty or non-administrator faculty group (1:4 ratio). Results published by Statistics Canada (2021) on proportion of full-time teaching staff at Canadian universities by academic rank and sex for 2019/2020 show that greatest proportion of these staff were professors (36.1% and 37.0% for Canada and Saskatchewan respectively). This result is not different from the faculty representation of greater proportion of Full Professors used in the study. The majority of the respondents were aged between 40 years and 60 years of age, with evenly distributed years of working experience as a faculty member of which the highest proportion were the relatively the least experienced faculty

(less than five years of work experience as faculty member). The respondents were sampled from thirteen named Schools and Colleges in the University of Saskatchewan with approximately 1:1 ratio of males to female; but the greatest proportion of the respondents were those who are primarily associated with the College of Arts and Science. The male female proportion is consistent with the approximately 1:1 male female faculty ratio of full-time teaching staff at Canadian universities, particularly Saskatchewan in 2019/2020 as published by Statistics Canada (2021). The questions these respondents responded to centered around some key research variables. These key variables are highlighted in the next section.

Research Variables

The dependent variables used were the six wellbeing measures including whole life wellbeing, professional life wellbeing, subjective happiness/wellbeing, negative mood states, positive mood states, and affect balance (i.e., perceived quality of life) of the administrator faculty and their faculty colleagues. The five explanatory variables were the extent of wellbeing obligation, the extent of wellbeing reliance, the extent of wellbeing facilitation, the extent of wellbeing diminishing, and the status of faculty regarding whether they belong to the administrator faculty group or the non-administrator faculty group. In the next section, I have described the instrument used to collect the data for the analysis.

Research Instrument

As indicated, a survey was used to collect data for the study. Adopted instruments of already verified reliable instruments and self-developed instruments were used. These instruments are described in the sections that follow.

Adopted Instruments

Subjective Happiness Scale. To ensure validity and reliability, the overall workplace happiness was measured using the scale developed by Lyugomirsky and Lepper (1999), which they called the "Subjective Happiness Scale" (p. 140). This scale is a four-item measure of subjective happiness which seeks to conduct a subjective assessment of whether a person is happy or unhappy using a seven-point Likert scale. Internal consistency among all items as tested by the Cronbach alpha reliability has been proven to show good to excellent internal consistency, $.79 \leq \alpha \leq .94$; M = .86 (Lyugomirsky & Lepper, 1999). This shows enough evidence of its comparability across varying groups. The test-retest reliability of the four-item Subjective Happiness Scale ranges from .55 to .92 (M = .72) while having a moderating to strong correlation with other happiness measures, $.52 \leq r \leq .72$; M= .62 (Lyugomirsky & Lepper, 1999). The scale was developed more than two decades ago; yet current researchers still use it (Ameringer, Chou, & Leventhal, 2015; De Stasio et al., 2019; Kun & Gadanecz, 2019; Smyth et al., 2015). For example, Kun and Gadanecz (2019) confirmed the reliability of the Subjective Happiness Scale (Lyugomirsky & Lepper, 1999) in translation as applied to the sample of 297 Hungarian teachers (Cronbach $\alpha = .81$). The scale has been listed among the best subjective wellbeing measures (Kun et al., 2017).

Although the original subjective happiness scale developed by Lyugomirsky and Lepper (1999), measured subjective happiness using a seven-point Likert scale, a five-point Likert scale was used to measure faculty subjective happiness using the instruments developed by Lyugomirsky and Lepper (1999). Consistent with the estimates of many researchers, the Cronbach alpha reliability of the modified scale used in this study showed excellent internal consistency (Cronbach α=.85). Respondents were asked to answer questions specifically

regarding their workplace experiences by responding to questions on a 5-point Likert scale. For instance, the first two items on the scale asked faculty to rate how they were generally happy about their life and how happy they were in comparison with their peers were be labelled from 1 (*not a very happy person*) to 5 (*a very happy person*) and 1 (*much less happy*) to 5 (*much more happy*) respectively (see appendices H1 and H2). The last two items asked respondents to what extent the characterization of happy and unhappy describe them. The respondents were asked to rate these characterizations on a scale (1 = *not at all* to 5 = *a great extent*). Higher scores on this measure indicate greater subjective happiness and the vice versa.

Happy Person Scale. Another measure that was utilized in the study is the Happy Person (Veenhoven, 1974) single-item scale for measuring subjective wellbeing. The scale is a self-report on single question stated as "Generally speaking are you a happy person…….?" Responses are categorized as 1 (*very unhappy*), … 7 (*very happy*). Elements of the Happy Person (Veenhoven, 1974) single-item subjective wellbeing scale is captured in the first question of the Subjective Happiness Scale (Lyugomirsky & Lepper, 1999).

Andrews and Withey's Delighted-Terrible Scale. Two other measures of wellbeing were used as a supplement to the Subjective Happiness Scale (Lyugomirsky & Lepper, 1999) with the purpose of validating the wellbeing results from multi-dimensional view: Andrews and Withey's Delighted-Terrible Scale (1976) (which is similar to the first question on the Subjective Happiness Scale) and Bradburn Scale of Psychological Well-Being (Bradburn, 1969), also known as the Affect Balance Scale. Andrews and Withey's Delighted-Terrible Scale (1976) is a Self-report on single question "How do you feel about your life as a whole...?" with responses on a 7-Likert scale labelled as 7 (*delighted*), 6 (*pleased*), 5 (*mostly satisfied*), 4 (*mixed*), 3 (*mostly dissatisfied*), 2 (*unhappy*), and 1 (*terrible*). This scale was modified to measure faculty feeling

about their whole life wellbeing and that of their professional life wellbeing (see appendices H1 and H2, the only items measured on a 7-point Likert scale).

Bradburn Scale of Psychological Well-Being. The Bradburn Scale of Psychological Well-Being, also known as the Affect Balance Scale, was used to assess positive mood states condition, negative mood states condition, and affect balance as indicators of life satisfaction, general well-being and overall happiness or perceived quality of life. Internal consistency among all items as tested by the Cronbach alpha reliability have proven to show excellent internal consistency, $.86 \leq \alpha \leq .97$; $M = .92$ (Bradburn, 1969). The scale is a ten-item scale; 5 items assess positive affect; 5 items assess negative affect. The scale asks questions like "During the past few weeks, did you ever feel that things were going your way?" The original responses were dichotomous; 1 "Yes", 0 "No." To compute results, the items were summed, yielding a range from 0 to 5 for each subscale. Higher scores indicate greater levels of positive and higher negative affect, respectively. The "Affect Balance" score is the difference between Positive Affect and Negative Affect scores. For this study, based on the scores from Positive Affect and Negative Affect, a judgement was made on whether faculty were happy or not, a dichotomous judgement. The Cronbach alpha reliability of the affect balance scale showed very low internal consistency (Cronbach α=.43). The low internal consistency shows that the affect balance scale cannot be seen as measuring a single construct and thus, the items on the scale do not measure the same thing (Schuur & Kruijtbosch, 1995); they say, "If the data from two factors rather than a single bipolar factor or a single cumulative scale – the reliability should be low" (p. 62). The low reliability justifies why negative mood states and positive mood states of faculty were measured separately in this study – they do not measure the same thing.

Self-Developed Instruments

Self-developed instruments were used to measure the explanatory variables. Self-developed instruments were used because the scale for those variables was not available. The reliability measures for these explanatory variables showed acceptable to good reliability on the Cronbach's alpha, $.70 \leq \alpha \leq .80$, M=.75: Wellbeing obligation (Cronbach $\alpha = .80$), wellbeing reliance and dependencies (Cronbach $\alpha = .70$), wellbeing facilitation (Cronbach $\alpha = .76$), and wellbeing diminishing (Cronbach $\alpha = .77$). In the next section, I have explained how the instruments were used to collect data for analysis.

Data Collection

In this section, I describe the methods and processes involved in collecting data for the study. Primary data were used for the study. Online surveys were sent via invitations to open URL to potential participants. Although the use of close-ended questions is a common key feature of quantitative surveys, open-ended questions was included with the purpose of identifying "hidden wellbeing." Hidden wellbeing, as used in the study, refers to information on factors that are uncommonly known or where there is less attention given in terms of contributions or diminution of wellbeing. They may not have been identified, captured, or given much recognition or attention in wellbeing discussions in the existing literature. The steps of data collection are highlighted below.

The behavioural research ethics approval was obtained (see Appendix G), then the contact information (name, email, unit, rank, and position) of faculty members of the University of Saskatchewan were harvested from the webpages of Schools and Colleges on the University of Saskatchewan Website. The survey was hosted by the Canadian Hub for Applied and Social Research (CHASR) - Voxco software – a Canadian-owned and managed company whose data is

securely stored in Canada (see Voxco's Privacy Policy). CHASR did the programming of the instruments to enable the online survey. A pilot test of the online survey was made with six faculty (four from university of Saskatchewan and two from outside the University of Saskatchewan) and four PhD candidates in order to receive feedback, input, and comments on duration, difficulty, clarity, and convenience. The necessary corrections and adjustments were made based on the pilot test feedback. The survey URL was activated for data collection and I sent the survey URL with invitation to 1340 potential participants whose emails had been harvested. Reminder and follow-up emails were sent two times at one-week intervals following the initial survey invitation administration. A week after the last follow-up email, a "thank you" email was sent to the potential participants to thank them, update them on the number of responses to date and to indicate the date that the data collection would be closed. But mainly, this email intended to communicate that my Supervisor and I had greatly appreciated their participation in this study. A total of two hundred and fifty-eight (258) participants responded to the invitation; which represented a response percentage of 19.3%. The 258 responses were screened to eliminate some observations that had missing information for relevant variables (i.e., close ended questions only). Consequently, 254 participants were included in the study. A detail description of data collection is provided in early sections of chapter four, under "A narrative of the faculty wellbeing survey." In the next section, I have explained how the data collected were analyzed.

Data Analysis

This section describes how issues were dealt with in chapter four and chapter five: Data analysis, discussion, implication, and conclusion. Generally, the data collected from open-ended survey questions were coded and grouped into clusters and themes using word frequency and

word cloud in NVivo, and results presented with quotes and tables. On the other hand, the quantitative data were coded and tabulated (including crosstabulations) which were analyzed using descriptive and inferential statistics techniques with each statistic computed in SPSS and tables formatted in Excel. The descriptive statistics used for the analysis were frequencies, percentages and the central tendencies including mean and standard deviation while Wilcoxon Signed Ranks Test, Mann-Whitney U Test, ANOVA, Post Hoc test, and Ordinal Logistic Regression estimations were inferential statistics techniques used to analyze the quantitative data. Some of these statistical analysis techniques are parametric, while others are non-parametric analysis. In the section that follows, I have justified why non-parametric procedures were used at some points, and why parametric procedures were used at other points in the analysis.

Justification for Statistical Analysis Procedure (Parametric Tests vs Non-Parametric Tests)

This section provides a justification for the statistical analysis procedure (parametric vs non-parametric) used for the analysis of the results. I show that the data works for both procedures, and that some parametric tests such as t-test, ANOVA and Post Hoc tests work well for the data. This has been justified using both parametric and non-parametric tests to access two issues including:

(1) Whether faculty professional life is the factor causing unhappiness or reducing the wellbeing of faculty in general (see Table 4.3A and Table 4.3B).
(2) Difference between positive mood states and negative moods states of faculty (see Appendix B)

The statistical tests for interval scale and nominal scale data were clear, and without many arguments regarding the appropriateness of investigating those item data by means of parametric

procedures and non-parametric procedures respectively. Unfortunately, choosing the most suitable statistical test for ordinal scale data tends to be unclear; whether or not the item data should be investigated by means of parametric or nonparametric procedures, especially when the variable is measured from mean of many items measured on a Likert scale as in the case of this study. In the latter case, the variable tends to be approaching an interval scale or becomes a near interval scale. While some researchers recommend the use of regular parametric statistics (e.g., ANOVA, t test, etc.), many others also recommend the use of nonparametric tests (e.g., Kruskal-Wallis H test, Wilcoxon Signed Ranks Test, Mann-Whitney U Test – sometimes called the Wilcoxon rank-sum test, Mann-Whitney- Wilcoxon test), especially when there is the need to compare 5-point Likert scale or 7-point Likert scale one at a time. To clarify thoughts, de Winter and Dodou (2010) compared the Type I and II error rates of the t test and the Mann-Whitney-Wilcoxon (MWW) test for five-point Likert items using pairs of samples submitted to the t test and the t test on ranks, which yields the same results as MWW – the two tests had equivalent power for most of the pairs. de Winter and Dodou (2010) concluded that since Type I error rate of both methods was never more than 3% above the nominal rate of 5%, for five-point Likert items, the t test and MWW generally have similar power, and researchers do not have to worry about finding a difference whilst there is none in the population.

To compare faculty members' whole life wellbeing with their professional wellbeing, I estimated the means of each of the two variables – whole life wellbeing and professional wellbeing – for the whole group. Both variables were measured on an ordinal scale using a one-item 7-point Likert scale for each of the variables. Due to the controversy on the appropriate procedure for analyzing ordinal scale (which is approaching interval scale especially when means of multiple items are taken), I used both parametric test (i.e., paired t test) and non-

parametric test (Mann-Whitney-Wilcoxon or Wilcoxon Signed Ranks Test) to test whether or not there was a statistical difference in faculty whole life wellbeing and their professional life wellbeing. Both tests showed that there was a statistical difference in faculty members' whole life wellbeing and their professional life wellbeing. The result of statistical difference in faculty whole life wellbeing and their professional life wellbeing was consistent across both parametric test (i.e., paired t test) and non-parametric test (Mann-Whitney-Wilcoxon or Wilcoxon Signed Ranks Test) at 1% significance level (see Table 4.3A and Table 4.3B). I repeated these tests on two variables (in issue 2 above) each is a sum of binary responses to five items. Both tests also showed a statistical difference at 1% significance level – consistent across both parametric test (i.e., paired t test) and non-parametric test (Mann-Whitney-Wilcoxon or Wilcoxon Signed Ranks Test) at 1% significance level (see Appendix B). These consistencies indicate that the use of both parametric procedures and non-parametric procedures for analyzing ordinal data worked well for the analysis of the study data. Both procedures were used in the analysis where applicable. The sections that follow show how the data was analyzed for each research objective.

Research Question #1

I started the analysis by considering how faculty were feeling about their whole life and professional life without comparing these variables for the two groups of faculty. I compared faculty feeling about their whole life and professional life using both parametric test (i.e., paired t test) and non-parametric test (Mann-Whitney-Wilcoxon or Wilcoxon Signed Ranks Test) to test whether there is a statistical difference in faculty whole life wellbeing and their professional life wellbeing. The tests were conducted at 95% confidence interval (5% significance level). This comparison was further explained using crosstabulations to explain the proportion of faculty who felt dissatisfied, neutral (mixed), or satisfied about their whole life and their professional life

without comparing the two groups. Having demonstrated how faculty had felt about their professional life wellbeing and whole life wellbeing, I proceeded to compare the wellbeing of the two groups.

The data were recoded in SPSS to obtain the estimates of the variables on which the two groups were compared. The administrator faculty and their non-administrator faculty colleagues were compared on six aspects of their wellbeing including whole life wellbeing, professional life wellbeing, subjective happiness/wellbeing, negative mood states, positive mood states, and affect balance (i.e., perceived quality of life). The scale information on these measures of wellbeing that involved multiple items are shown in Appendix Q and Appendix R. The variables faculty whole life wellbeing and faculty professional life wellbeing were single item measures. I used nonparametric tests (Mann-Whitney U Test as shown in Table 4. 5) to test for the differences between faculty on each of these wellbeing measures. As part of the comparison, the two groups of faculty were compared on their mood states using percentages. I analyzed each of the positive mood state items and the negative mood states items in terms of the most frequent items, the next two most frequent items, and the items least applicable to the participants.

Having compared the difference between the two groups, I used ANOVA and Levene's Test for Equality of Variances to compare the variability in wellbeing across demographic background for the variable shown to be significantly different between the two groups. As shown in Table 4.7, the difference was compared across age, gender, primarily associated school or college, years of work experience, and current rank as a faculty member (i.e., Assistant Professor, Associate Professor, and Full Professor). The Tukey's HSD (Honestly Significant Difference) Post Hoc test – a more conservative to Type 1 error – and the Games-Howell Post Hoc test (as presented in Appendix E1 and Appendix E2) were used to show where the

variability in wellbeing lied, assuming equal variance and without assuming equal variances respectively.

Research Questions Numbers #2, #3, and Part of the Research Question Number #4

The research question number #2 (the extent of wellbeing reliance), research question number #3 (the extent of wellbeing obligation), and part of the research question number #4 (that relate to the extent of wellbeing diminishing and extent of wellbeing facilitation) were analyzed using parameter estimates of Ordinal Logistic Regression for the predictors of faculty wellbeing measures (see Table 4.8).

The data were recoded in SPSS to obtain the estimates of the variables that were need to test for their impact on faculty wellbeing. These variables included the extent of wellbeing reliance, the extent of wellbeing obligation, the extent of wellbeing diminishing, extent of wellbeing facilitation, and the status of faculty regarding whether they belong to the administrator faculty group or the non-administrator faculty group. These variables were used as explanatory variables, as explained in the previous sections. All but faculty status were measured on multiple items. Faculty status was a single item measured on a binary scale – for a dichotomous response of either the respondent belonged to the administrator faculty group or the non-administrator faculty group. The scale information on these factors that were measured on multiple items are shown in Appendix Q and Appendix R. These explanatory variables were regressed on each of the six wellbeing measures including whole life wellbeing, professional life wellbeing, subjective happiness/wellbeing, negative mood states, positive mood states, and affect balance (i.e., perceived quality of life). The results were tabulated and interpreted in log odds using the coefficient estimates, Wald χ^2, confident intervals and the significance level. The factor(s) with p-value greater than 0.05 or fall outside the 95% confidence interval were analyzed

as not having any significant impact on that measured faculty wellbeing. However, factors with p-value between 0.05 and 0.10 were considered as *marginally* significant and impacted on wellbeing *marginally*.

Having analyzed the extent these factors affect faculty wellbeing, I proceeded to analyze each of the factors except faculty status, to find out whether those factors statistically affected the two groups differently. This comparison was made using a nonparametric test, Mann-Whitney U Test as shown in Table 4.9, with results interpreted using mean ranks. To elaborate on these comparisons, particularly the extent of wellbeing facilitation and wellbeing diminishing, one sample item from each of the scales measuring extent of wellbeing facilitation and wellbeing diminishing was selected to perform a descriptive analysis for those items using frequencies and percentages (see Table 4.10). The analysis on the descriptive statistics for the extent of wellbeing diminishing and wellbeing facilitation focused on showing how many non-administrator faculty members felt their colleagues who were in administrative positions had diminished their wellbeing, and the vice versa. Similar analysis was made to show how many also felt their colleagues had facilitated the improvement of their wellbeing over the past month and interpreted using frequencies and percentages.

Research Question #4

This research question sought to analyze the extent and ways of wellbeing diminishing and wellbeing facilitation. In the previous section, I explained how the first part (i.e., the *extent* of wellbeing diminishing and wellbeing facilitation) was analyzed. This section focuses on explaining how the second part – the *ways* of wellbeing diminishing and wellbeing facilitation – was analyzed.

The responses on the ways of wellbeing diminishing and wellbeing facilitation from each group of the participants were copied from Excel and pasted in Word and saved with appropriate file names. In all, four different Word documents were created and imported in NVivo. After reading through each of the documents, I run the query for word clouds for each of the documents in NVivo (see Appendix T and Appendix U). The word clouds query also generated word frequencies. Based on the top fifty words, I did the codes in the NVivo. The term "codes" refers to the themes or categories created for a particular issue. I read the documents again, one after the other to select the sentences, words, stories, or issues related to each code and dragged them to their respective codes. One usefulness of the codes was that a click on a particular code highlighted all the issues or stories that are related to that code.

It appeared that the codes had different number of references, although a few of them appeared to have same number of references. The term "references" refers to the number of times issues appeared for the codes. Having determined the codes for all the four documents and their number of references in NVivo, I proceeded to Excel to count the number of each of the administrator faculty and non-administrator faculty who responded to the items on examples where their colleagues had diminished and facilitated their wellbeing. I did the count for those who did not provide any example, those who provided one example, two examples, and all the three examples requested from them (see Appendix S). I used the "COUNTA" command in Excel to count the number of active cells for each of the two groups regarding their responses to examples where their colleagues had diminished and facilitated their wellbeing. These figures were used as totals while the number of references were used as frequencies to compute for the proportions of each group regarding a particular situation, theme, or code. Based on the number of faculty in each group who responded to these items on wellbeing diminishing and wellbeing

facilitating, I analyzed what proportion of faculty in each group which felt what. The majority of each group of faculty had responded to the items on these issues, and this enabled generalization for the population regarding the ways administrator faculty and non-administrator faculty facilitate and/or diminish the wellbeing of each other. In addition, there were some examples that were provided by a very few participants or to some extent just a person. These examples were also analyzed, sometimes as "other" issues.

Validity and Reliability

To ensure validity and reliability, I had my supervisor and committee members to review the items selected from the existing instruments, as well as those I developed for the study. The purpose of the supervisor and committee members review was to get feedback on sensitivity, duration and how well the instruments measure the objectives of the study (McMillan & Schumacher, 2010) and the difficulty level of the test items. Addressing the issue of whether validity must be established for each research situation and possible use, McMillan and Schumacher (2010) argued that such a requirement would be impractical because it would require a considerable amount of data collection and analysis to each study. The authors recommend that, in practice, it is necessary to generalize from other studies and research with valid interpretation and use. This is not to argue that the issue of validity is not necessary. All research instruments, whether locally prepared or established instrument, need evidence for validity before the data for a study are collected, and this is a major reason for a pilot test of the instrument and procedures for administering it (McMillan & Schumacher, 2010). For this reason, a pilot test of the web-based instrument was conducted with a group of 10 individuals to get these participants' feedback. Feedback on sensitivity, the duration for completion, ease or

difficulty in completing the survey, clarity, and convenience was provided and adjustments were made which helped to improve the instrument.

Cultural, Ethical Considerations and Legal Protocols and Procedures

I followed the ethical procedures laid down by an Institutional Review Board such as the Tri-Council Policy Statement for ethical conduct for research involving humans, and the Human Research Ethics Policy of the University of Saskatchewan. The cultural, ethical considerations, and legal protocols and procedures that were observed throughout the study are highlighted in the sections that follow.

Conflict of Interest

Neither I nor any member of my immediate family members received personal benefits in the form of remuneration or employment from conducting this research. I also confirm that I did not have a non-financial relationship with my supervisor or any of my committee members such as unpaid consultant, board membership, advisor, or other non-financial interest, except for the regular student-supervisor and student committee relationships. Finally, I confirm that I had no other relationship, financial or non-financial, that if not disclosed, that could be construed as a conflict of interest.

Internet-Based Interaction, Security and Storage

This project involved internet-based responses from participants, including e-mails. The security of data gathered via online survey were protected by keeping in safe or sure folder with a strong password protection. I, myself, and my supervisor were solely responsible for data collection and storage, and only the two of us had access to raw data that did not include any information that would identify participants.

Anonymity and Confidentiality

Participants' personal information were collected, not as part of data collection for the study, but only for the purpose of entering a draw to win a gift card. Only participants who entered the draw were identified by myself and my supervisor but those participants were not identified with any information they had provided on the surveys. Participant's information such as name and email were handled with extreme confidentiality and were only used for the stated purpose for which those information were collected. Participants were completely anonymous in the data gathering phase of the project. There were no factors that limited my ability to guarantee confidentiality. Due to the large sample size individual participants could not be identified since the results were reported unanimously. That is, because the participants for this research project were selected from a large group of people, it would not be possible for participants to be identified by other people based on their responses. Any guesses about identity from qualitative data would be just that - guesses. The findings were generalized for the whole population so that it could not be possible to identify individuals. However, participants statements for open-ended questions were quoted, but the statements were quoted anonymously and with all identifiers removed to prevent participants being exposed for any information they provided. These ethical protocols are in connection with the indigenous ethical framework in which trust is foundational and built through adhering to protocol (Kovach, 2009). See Appendix G (Ethics application, certificate, and researcher's certificate of research ethics training)

Inclusion and Exclusion Criteria for Recruitment

No participant was deliberately excluded or included based on preference. All participants met the criteria before they could participate in the study. These criteria included being either a faculty member within the scope of the USFA with no administrative position or a faculty member in an administrative position, in or out-of-scope and affiliated to the University

of Saskatchewan. Such administrative positions include Dean, Deputy Dean, Associate Dean, Assistant Dean, Executive Director, Graduate Chair, or Department Head. All participants who did not meet one of the specified criteria fell into the exclusion criteria and were not allowed to accept invitation to participate in the study.

Participants Informed Consent Process

Before the survey, the risk of participants choosing to participate or not to participate in the study were declared. The purpose of collecting data from the participants was for academic purposes only. This was made clear to participants. The participants were also informed that the information solicited would be held confidential and would only be used for the stated purpose for which it was collected. They were led to understand that findings would be reported unanimously and generalized for the whole population. Participants were prompted to understand that they would not be exposed for any information provided. Having understood these, the participants were then asked to declare their consent (McMillian & Schumacher, 2010). This consent among other things included the consent that participation in the survey was voluntary and they would have the option to withdraw at any time without any implication on them.

Risk of Participating in the Research

There was no anticipated nor potential risk such as psychological, emotional, physical, social or legal harms that invited participants would experience during or after their participation.

Summary of Chapter Three

This chapter has described the general methods that were employed in the study. A quantitative method with few open-ended questions for a cross-sectional survey was employed for the study. Multiple sampling techniques were adopted to select the study area and the participants. Dependent and independent variables were specified. Adopted research instruments

were used to measure the dependent variable while self-developed instruments were used to measure the explanatory variables. Following ethical procedures, the Canadian Hub for Applied and Social Research (CHASR) – Voxco program – automatically presented the researcher with the data collected. The chapter also described how data were presented, analyzed, and discussed. While the data solicited from open-ended survey were grouped into clusters and theme in NVivo, the quantitative data were coded and tabulated which were analyzed using descriptive and inferential statistics computed in SPSS. Using 95% confidence interval for rejection, the parameter estimates for Ordinal Logistic Regression Model were used to analyze and examine the extent wellbeing levels were affected by changes in the levels of wellbeing obligation, reliance, facilitation, diminishing, and the status of faculty. The chapter concluded with highlights of ethical procedures that were observed and followed in the study.

CHAPTER FOUR

ANALYSIS OF RESULTS

The focus of this chapter is to present and analyze the results of the data sought and received. The chapter contains analyses of quantitative data and data collected using open-ended survey questions. The quantitative data were coded and results presented in tables (including crosstabulations), which come with analysis. The analysis of the results of the quantitative data were made using descriptive and inferential statistics techniques. The descriptive statistics used for the analysis are frequencies, percentages and the central tendencies including mean and standard deviation while Wilcoxon Signed Ranks Test, Mann-Whitney U Test, ANOVA, Post Hoc test, and Ordinal Logistic Regression estimations are inferential statistics techniques used to analyze the quantitative data. On the other hand, the data collected from open-ended survey questions were coded and grouped into themes and results presented with quotes and tables. The analysis of the quantitative data covers a range of areas including demographic information of respondents, difference in wellbeing between the faculty members serving in administrative positions and those faculty who do not serve in administrative positions, and the extent wellbeing reliance, wellbeing obligation, wellbeing diminishing and wellbeing facilitating between the two groups affect their wellbeing. This quantitative analysis is followed by the analysis on the data collected from the open-ended survey questions on ways administrator faculty and non-administrator faculty diminish and/or facilitate the improvement of each other's wellbeing. The chapter begins with a narrative that highlights what transpired in the whole of the faculty wellbeing survey, from instruments preparation through the close of data collection and analysis.

A Narrative of the Faculty Wellbeing Survey

This section provides a brief narrative of the faculty wellbeing survey and highlights the issues regarding instrument preparation, ethical procedures, piloting, and data collection. The section also highlights responses obtained from participants, duration taken for participants to complete the survey and feedbacks from some participants. This section concludes with data screening procedures and description of the sample for the study.

Survey preparation, through piloting to its administration and data collection period took approximately five (5) months. The survey underwent ethical procedures which were approved on April 19, 2021. Further scrutiny and crafting of items brought a significant change which called for an ethics approval amendment. This behavioural research ethics amendment application was approved on May 27, 2021. As indicated in Chapter 3, the student researcher harvested emails of faculty – potential participants – from the webpage of Schools and Colleges on University of Saskatchewan Website. A pilot test of the survey entailed inviting six faculty (four from university of Saskatchewan and two from outside the University of Saskatchewan) and four PhD candidates on May 19th, 2021, to provide feedback on duration, difficulty, clarity, and convenience of survey. A few corrections and adjustments were made and the survey URL was finally sent with invitations to the 1340 potential participants on June 8, 2021.

Of the 1340 potential participants, one hundred and twenty (120) occupied positions of Dean/Executive Director, Graduate Chair, or Department Head; while the remaining 1220 were faculty members who were not occupying any of these administrative positions. The term "Dean," was used to include roles as Deputy, Associate or Assistant Dean. Of the 1340 survey URL sent, two hundred and fifty-eight (258) responded; which represented a response percentage of 19.3%. The response percentage of the administrator faculty (42.5%) was quite

high and this shows interest of a greater number of the administrator faculty in the wellbeing study. The details of how the 258 responses were obtained are presented in Appendix L1. As shown in Appendix L1, 102 responses were obtained in the first week that the URL was sent. On the day when the survey URL with invitation was sent, 82 responses were obtained and thereafter the responses decreased drastically until a reminder was sent on June 14, 2021 (i.e., week after the initial survey administration). The first follow-up email yielded 67 responses of which 54 responded on the day of this follow-up email. Again, the rate of responses dropped drastically until the second (and last) follow-up email was sent which yielded 50 additional responses. This second (and last) follow-up email was also sent a week after the first follow-up (i.e., June 21, 2021). On June 28, 2021, a week after the last follow-up email, a "thank you" email was sent to the potential participants to thank them, update them on the number of responses so far and the date the data collection would be closed; but mainly, the email was to communicate that my Supervisor and I greatly appreciated their participation in this study. Even though the data collection was to be closed the next day after the "thank you" email (i.e., June 29, 2021), thirty-nine (39) additional responses were received within this short period.

A lot of feedback (both automated and direct) were received from the potential respondents for each of the emails sent. For example, eighty (80) automated feedback responses and more than 15 direct instances of feedback were received on the June 8th when the survey was administered. The feedback indicated that among other things some of the potential respondent could not respond to the survey because they were either away from office, email, internet and/or computer, or they were on vacation, sabbatical, parental leave, or attending virtual conference. Extracts from some of such emails received can be found in Appendix K.

The estimated duration for the completion of the survey was 10 – 12 minutes. Appendix L2 shows that 88.8% of the respondents completed the survey in less than 20 minutes. The majority of the respondents, constituting 61.5%, completed the survey within the estimated duration, most of them completing the survey in nine minutes. Only a small proportion of the respondents (4.3%) used more than 25 minutes to complete the survey.

As indicated in Chapter 3, the 258 responses were screened to eliminate observations that had missing information for relevant variables (i.e., close ended questions only). A total of four observations that had more than three missing data points were excluded from the study. Consequently, the number of participants included in the study fell short of the total responses received by four. In effect, 254 participants were included in the study. The next section introduces the analysis of the data collected from these 254 participants.

Introduction to Analyses of Data

Having obtained the 258 responses from the survey participants, these are the results and analysis of the 254 participants' responses. I begin the analysis with the demographic information of respondents which shows the background information such as gender, age, years of experience, rank as a faculty member, primarily associated School or College, and whether they serve in the positions of Dean/Executive Director, Graduate Chair, or Department Head or not. The analysis on faculty wellbeing begins with tests to show whether there is a difference between faculty whole life wellbeing and their professional life wellbeing.

Analysis on Comparisons of Wellbeing Between Groups.

Having demonstrated whether or not faculty professional life was the factor causing unhappiness or reducing the wellbeing of faculty, in general; I proceeded with the analysis to

compare the wellbeing between the two groups – faculty members in positions of Dean/Executive Director, Graduate Chair, or Department Head (administrator faculty) and faculty members who are not in any of these positions (non-administrator faculty). The comparisons of the administrator faculty and non-administrator faculty wellbeing were made independently for each of the wellbeing measures used in the study, including: whole life wellbeing, professional life wellbeing, subjective happiness, positive mood states, negative mood states, and affect balance (perceived quality of life). The comparison showed each wellbeing measure that was statistically different for the administrator faculty and non-administrator faculty and where the variability was found, particularly across the various demographic groups. What follows then is an analysis of factors affecting faculty wellbeing measures.

Analysis on Factors Influencing Faculty Wellbeing

Factors influencing each faculty wellbeing measures were analyzed using a four-factor model. The analysis on the model showed the predictors of the faculty wellbeing measures and the extent that the predictors, or factors, influence each of the faculty wellbeing measures. This is proceeded with the analysis to determine whether or not there was a statistical difference between the two groups, regarding the extent those factors affect faculty wellbeing. Specifically, the analysis was conducted for whether or not administrator faculty had facilitated and/or diminished the wellbeing of non-administrator faculty and whether or not the non-administrator faculty members had facilitated and/or diminished the wellbeing of the administrator faculty. The same analyses were made for the other predictors of faculty wellbeing measures. The differences were clarified by doing a descriptive analysis to the frequencies and percentages of the extent of wellbeing diminishing and facilitating.

A Descriptive Statistics Analysis and Analysis of Responses from Open-Ended Questions

The analysis on the descriptive statistics for the extent of wellbeing diminishing and wellbeing facilitation was made to show how many non-administrator faculty felt that their colleagues who are in administrative positions had diminished their wellbeing, and the vice versa. Similar analyses were conducted to show how many also felt their colleagues had facilitated their wellbeing over the past month. Further analysis was conducted to identify the ways that administrator faculty were perceived to have diminished and facilitated the improvement of the wellbeing of their faculty colleagues who were not in administrative positions. To identify the reverse, the analyses were conducted on ways faculty members who were not in administrative positions had diminished and facilitated the improvement of the wellbeing of their faculty colleagues serving in administrative positions. The similarities and differences in the response among the participants were analyzed by contrasting and by the critiques of the voices of the two groups regarding the extent of wellbeing diminishment and wellbeing facilitation, between the two groups. This chapter concludes with a summary of analyses. The key issues in the results and analysis are briefly identified.

Demographic Information of Respondents

As shown in Table 4.1, the gender distribution of the respondents was almost evenly distributed across males and females. Majority constituting 54% of the total respondents were females while 45% were males. The remaining 1% of the respondents fell in the “other” category of gender. The ratio of males to females was approximately 1:1. In terms of age, a large proportion of the respondents were the faculty aged between 40 years and 60 years constituting 62.8% of the respondents. The proportion of the respondents aged 40-49 years and 50-59 years were almost the same, constituted 31.6% and 31.2% of the respondents, respectively. The least proportion

among the respondents were the faculty aged 30-39 year of age. Faculty members who were 60 years or above constituted 28% of the respondents. The years of working experience as a faculty member was evenly distributed across the respondents with the highest proportion (21.7%) being the relatively least experienced faculty (i.e., faculty who had worked for less than 5 years as a faculty member). The next two highest proportion were those had worked for 10-14years (19.7%) and 25 years or more, the most experienced faculty (18.1%). Faculty members who had worked for 5-9 years (12.2%) and 20-24 years (12.6%) were the least proportion of respondents. The respondents were mainly Professors (37.2), Associate Professors (27.7%) and Assistant Professors (30%) with the Professors group constituting the largest proportion and Associate Professors, the least proportion of the respondents. All these faculty members from varying demographic background were faculty who fell in either one of the two categories – administrator faculty group or non-administrator faculty group. Majority of the respondents were the non-administrator faculty who constituted 79.9% of the respondents. The remaining 20.1% of the respondents were administrator faculty. These proportions constituted approximately 1:4 administrator faculty non-administrator faculty ratio. Of the administrator faculty, majority constituting 54.9% were males while the remaining 45.1% were females. On the contrary, the majority of the non-administrator faculty were females constituting 56.2% of the non-administrator faculty while the remaining 42.4% of the non-administrator faculty were males.

Table 4.1: Background Information of Respondents

Demographics	Category	Frequency	Percentage
Gender	Male	114	44.9
	Female	137	53.9
	Other	3	1.2
	Total	254	100
Age	30 – 39 years	24	9.5
	40 – 49 years	80	31.6
	50 – 59 years	79	31.2
	60 years and above	70	27.7
	Total	253	100
Years of work experience	Less than 5 years	55	21.7
	5 – 9 years	31	12.2
	10 – 14 years	50	19.7
	15 – 19 years	40	15.7
	20 - 24 years	32	12.6
	25 years or more	46	18.1
	Total	254	100
Current rank as a faculty member	Professor	94	37.2
	Associate Professor	70	27.7
	Assistant Professor	76	30
	Other	13	5.1
	Total	253	100
Administration Category	Administrator faculty	51	20.1
	Male	28	54.9
	Female	23	45.1
	Other	0	0.0
	Non-administrator faculty	203	79.9
	Male	86	42.4
	Female	114	56.2
	Other	3	1.4
	Total	**254**	**100**

Source: All data presented in this chapter are from my "Faculty Members' Reciprocal Wellbeing Study" research survey (2021).

In sum, the study was conduct using respondents who were mainly Full Professors, Associate Professors and Assistant Professors (of which the greatest proportion were Full Professors) who belonged to either one of the administrator faculty or non-administrator faculty group (1:4 ratio).

Respondents Primarily Associated School or College

As indicated in Table 4.2, respondents from thirteen named Schools and Colleges including Agriculture and Bioresources, Arts and Science, Dentistry, Education, Edwards School of Business, Engineering, Environment and Sustainability, Kinesiology, Law, Medicine, Nursing, Pharmacy and Nutrition, and Veterinary Medicine, among others were represented in the study.

The greatest proportion (22.2%) of the respondents were those who are primarily associated with College of Arts and Science. The next two greatest proportions were the faculty who were primarily associated with Medicine (20.02%) and Agriculture and Bioresources (10.7%). The least representation of named Schools and/or Colleges was evenly distributed across four Schools and/or Colleges including Dentistry (2.4%), Edwards School of Business (2.4%), Kinesiology (2.4%), and Law (2.4%).

Table 4.2: Primarily Associated with Particular School or College

School/College	Frequency	Percent	Cumulative Percent
Agriculture and Bioresources	27	10.7	10.7
Arts and Science	56	22.2	32.9
Dentistry	6	2.4	35.3
Education	13	5.2	40.5
Edwards School of Business	6	2.4	42.9
Engineering	15	6	48.8
Environment and Sustainability	7	2.8	51.6
Kinesiology	6	2.4	54
Law	6	2.4	56.3
Medicine	51	20.2	76.6
Nursing	15	6	82.5
Pharmacy and Nutrition	17	6.7	89.3
Veterinary Medicine	24	9.5	98.8
Other	3	1.2	100
Total	**252**	**100**	

Having described the respondents, the sections that follow analyzes differences in the wellbeing of these respondents.

Comparing Faculty Whole Life Wellbeing with Their Professional Life Wellbeing

This section analyzed faculty wellbeing by examining whether or not there was a statistical difference between faculty whole life wellbeing and their professional life wellbeing using both parametric and non-parametric tests. It begins with a parametric test and later, non-parametric test.

Table 4.3A: Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean Difference	Std. Deviation	Std. Error	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Feeling about life as whole - Feeling about professional life as whole	.87	1.14	.07	.73	1.01	12.10	253	.001

As evidence in Table 4.3A, results from parametric test using paired sample t test indicated that mean faculty whole life wellbeing averaged (M= 5.56, SD= 1.16) higher than their mean professional life wellbeing ((M= 4.69, SD= 1.52) (see Appendix A1 for descriptive statistics), there was a statistical difference in faculty whole life wellbeing and their professional wellbeing, t (253) =12.10, sig=.001.

Table 4.3B: Ranks and Test Statistics for Wilcoxon Signed Ranks Test and Sign Test

	Z	Asymp. Sig. (2-tailed)		N	Mean Rank	Sum of Ranks
Feeling about professional life as whole - Feeling about life as whole	-9.82*	0.001*	Negative Ranks/differences[a]	136	77.28	7200
			Positive Ranks/differences[b]	12	43.00	426
			Ties[c]	106		
			Total	254		
	-10.11**	0.001**				

a Feeling about professional life as whole < Feeling about life as whole.
b Feeling about professional life as whole > Feeling about life as whole.
c Feeling about professional life as whole = Feeling about life as whole.
* Test Statistics for Wilcoxon Signed Ranks Test Based on positive ranks.
** Test Statistics for Sign Test.

Similarly, the results from the non -parametric test using Mann-Whitney-Wilcoxon (Wilcoxon Signed Ranks Test) and Sign Test indicated that there was a statistical difference in faculty

whole life wellbeing and their professional wellbeing, Z = -9.82, Asymp. Sig. = 0.001 and Z = -10.11, Asymp. Sig. = 0.001 for Wilcoxon Signed Ranks Test and Sign Test respectively. These results are shown in Table 4.3B.

Both tests show that there was a statistical difference in faculty whole life wellbeing and their professional life wellbeing. The result of statistical difference in faculty whole life wellbeing and their professional life wellbeing was consistent across both parametric test (i.e., paired t test) and non-parametric test (Mann-Whitney-Wilcoxon or Wilcoxon Signed Ranks Test) at 1% significance level. This indicates that the use of both parametric procedures and non-parametric procedures for analyzing ordinal data worked well for the analysis of the study data. The parametric procedure has been used in the subsequent sections especially where there is the need to show variability among groups. In the paragraphs that follow, I proceed with the detail analysis of results on the differences between faculty whole life wellbeing and their professional life wellbeing.

Based on the parametric test and non-parametric test results, I argue that there is enough evidence to support a difference between the two ratings – faculty whole life wellbeing and their professional wellbeing. The difference between faculty professional wellbeing and their whole life wellbeing was negative, Z= -9.82, Sig.= 0.001 for Wilcoxon Signed Ranks Test based on positive ranks. In other words, the data show that in general, faculty had better whole life wellbeing compared with their professional wellbeing. Given the significant difference between faculty whole life wellbeing and their professional life wellbeing, I argued that work was the factor causing unhappiness for faculty members in the study area. It is clear from table 3B that out of the total number of participants (n=254), only a few (n=12) of them rated their professional life wellbeing higher than their whole life wellbeing. The majority (n=136) of them

felt their professional wellbeing was an issue of concern compared with their whole life wellbeing, and, therefore, rated their professional wellbeing lower than their whole life wellbeing. Notwithstanding this finding, quite a large number (n=106) of the respondents felt that there was no difference between their professional life wellbeing and their whole life wellbeing and, therefore, gave a tied rating for these two variables. The tied rank is shown in Table 4.4, as represented by red coloured shading which runs diagonally from top-left corner to bottom right corner of the table. The sum of the figures in this red shading is equal to the "ties ranks" (n=106) in Table 3B. Majority of the respondents (n=88; i.e., 19+51+18) representing 83.02% of faculty who gave ties ranks (n=106) for their whole life wellbeing and their professional life wellbeing were those who felt satisfied (delighted, pleased, or happy) about both lives. Above the red shading (represented by yellow coloured shading) are the respondents who felt their professional life wellbeing was better than their whole life wellbeing. The sum of the figures in this yellow shading is equal to the "positive ranks" (N=12) in Table 3B. On the other hand, the respondents who felt their whole life wellbeing was better than their professional life wellbeing were those below the red shading (represented by green coloured shading). The sum of the figures in this green shading is equal to the "negative ranks" (n=136) in table 3B, and they represent the majority of the total number of respondents. The feeling that one professional life wellbeing was better than their whole life wellbeing did not imply a feeling of satisfaction or dissatisfaction about either life, and the reverse is true – the feeling that one whole life wellbeing was better than their professional life wellbeing did not imply a feeling of satisfaction or dissatisfaction about either life. Evidence for this statement is shown in Table 4.4 where respondents whose professional life wellbeing was better than their whole life wellbeing fell in

both categories of satisfied or dissatisfied (both left and right sides of mixed) with professional life.

Table 4.4: Feeling About Whole Life and Feeling About Professional Life (Crosstabulation)

Count		Feeling about professional life as whole							Total
		Terrible	Unhappy	Somewhat unhappy	Mixed	Somewhat happy	Pleased	Delighted	
Feeling about life as whole	Terrible	1	0	0	0	0	0	0	1 (0.4)
	Unhappy	1	2	2	0	0	0	0	5 (2.0)
	Somewhat unhappy	0	5	9	0	0	0	0	14 (5.5)
	Mixed	1	2	6	6	1	0	0	16 (6.3)
	Somewhat happy	1	5	12	11	19	6	0	54 (21.3)
	Pleased	2	2	14	18	34	51	3	124 (48.8)
	Delighted	0	0	0	1	5	16	18	40 (15.7)
Total		6 (2.4)	16 (6.3)	43 (16.9)	36 (14.2)	59 (23.2)	73 (28.7)	21 (8.3)	254 (100)

Key	Rank Description	Sum
	Feeling about professional life as whole < Feeling about life as whole.	136
	Feeling about professional life as whole > Feeling about life as whole.	12
	Feeling about professional life as whole = Feeling about life as whole.	106

Similarly, respondents who felt their whole life wellbeing was better than their professional life wellbeing also fell in both categories of satisfied or dissatisfied (top and bottom sides of mixed) with whole life. The number of "ties," "positive ranks," and "negative ranks" for each of the ratings as well as the details responses of the ratings for faculty whole life wellbeing and their professional life wellbeing are shown in Table 4.

As shown in Table 4.4, the majority (85.8%) of the respondents felt satisfied (delighted, pleased, or happy) about their whole life wellbeing while a few of them representing 7.9% of the respondents felt dissatisfied (terrible, unhappy, or somewhat unhappy) with their whole life wellbeing. The remaining 6.3% of the respondents felt they experienced a mixed life (neither happy nor unhappy) about their whole life wellbeing. Among all, the greatest proportion of the

respondents representing 48.8% were pleased with their feeling about their whole life wellbeing while the least proportion of the respondents representing 0.4% felt terrible about their whole life wellbeing. A proportion of 15.7% enjoyed the highest or optimal level of whole life wellbeing, thus, they were delighted about their whole life wellbeing.

Similarly, faculty feeling about their professional life wellbeing tended to be generally a satisfied feeling (delighted, pleased, or happy). A relatively large proportion of the respondents representing 60.2% had felt this way (i.e., delighted, pleased, or happy); while a relatively low proportion representing 25.6% of the respondents had also felt rather unsatisfied (terrible, unhappy or somewhat unhappy) about their professional life wellbeing. The remaining 14.2% of the respondents had felt neither happy nor unhappy about their professional life wellbeing (i.e., they had experienced a mixed professional life wellbeing). In similar pattern with faculty whole life wellbeing, the greatest proportion of the respondents representing 28.7% were pleased with their feeling about their professional life wellbeing while the least proportion of the respondents representing 2.4% felt terrible about their professional life wellbeing.

In contrast, while a huge proportion of faculty (85.8%) were satisfied with their whole life, only 60.02% of the faculty members were satisfied with their professional life wellbeing. On the other hand, while a small proportion (7.9%) of the faculty members had felt dissatisfied about their whole life wellbeing, a greater proportion (25.6%) of the faculty had felt dissatisfied (terrible, unhappy, or somewhat unhappy) about their professional life wellbeing. The difference between faculty satisfaction or dissatisfaction with their whole life wellbeing and their professional life wellbeing is explained by the enough evidence of statistically moderate positive correlation between faculty whole life wellbeing (M= 5.56, SD= 1.16) and their professional life wellbeing (M= 4.69, SD= 1.52), N=254, r=0.67, Sig=0.001 (see Appendix F1). The positive

correlation implies that the higher faculty members were satisfied about their whole life wellbeing the higher they were satisfied about their professional wellbeing, and vice versa. This relationship is moderate which implies neither strong nor weak relationship between faculty feeling (satisfaction or dissatisfaction) about their whole life wellbeing and their professional life wellbeing. The section that follows compares the wellbeing of non-administrator faculty with that of their colleagues who are in administrator positions.

Comparing Administrator Faculty Wellbeing with Non-Administrator Faculty Wellbeing

The differences in administrator faculty and non-administrator faculty wellbeing have been analyzed from six different perspectives including whole life wellbeing, professional life wellbeing, subjective happiness/wellbeing, negative mood states, positive mood states, and affect balance (i.e., perceived quality of life). These results are shown in Table 4.5.

Difference by Whole Life Wellbeing and Professional Life Wellbeing

Feeling about whole life, or otherwise, whole life wellbeing of the administrator faculty ranks (N = 51, Mean ranks = 131.8) higher than the average ranks of non-administrator faculty for whole life wellbeing (N = 203, Mean rank = 126.4), statistical analysis on the data presented in Table 4.5 indicated that whole life wellbeing of administrator faculty was not significantly different from that of the non-administrator faculty whole life wellbeing, U = 4957.5, Z = -.50, p = .62. As shown in Appendix F1, on average, both groups had felt pleased or at worst somewhat happy about their whole life wellbeing (M=5.6, SD=1.16). In other words, both groups were somewhat satisfied or satisfied with their whole life wellbeing. According to the scale used to measure the whole life wellbeing of faculty, a score of 5 indicates “Somewhat happy (i.e., somewhat satisfied with my life as a whole)” while a score of 6 indicates “Pleased (i.e., satisfied with my life as a whole).”

Table 4. 5: Mann-Whitney U and Wilcoxon W Tests for Differences in Wellbeing Measures

	Ranks				Test Statistics			
	Administrator faculty vs non-administrator faculty	N	Mean Rank	Sum of Ranks	Mann-Whitney U	Wilcoxon W	Z	Asymp. Sig. (2-tailed)
Feeling about life as whole	Non-administrator faculty	203	126.42	25663.5	4957.5	25664	-0.50	0.62
	Administrator faculty	51	131.79	6721.5				
	Total	254						
Feeling about professional life as whole	Non-administrator faculty	203	128.28	26040	5019	6345	-0.34	0.73
	Administrator faculty	51	124.41	6345				
	Total	254						
Subjective happiness/Wellbeing	Non-administrator faculty	203	126.94	25768	5062	25768	-0.25	0.81
	Administrator faculty	51	129.75	6617				
	Total	254						
Positive mood states	Non-administrator faculty	203	128.09	26003	5056	6382	-0.26	0.79
	Administrator faculty	51	125.14	6382				
	Total	254						
Negative mood states	Non-administrator faculty	203	132.15	26825.5	4233.5	5559.5	-2.07	0.04
	Administrator faculty	51	109.01	5559.5				
	Total	254						
Affect balance scale	Non-administrator faculty	203	124.31	25234.5	4528.5	25235	-1.39	0.16
	Administrator faculty	51	140.21	7150.5				
	Total	254						

Similarly, statistical analysis on the data presented in Table 4.5 indicates that the administrator faculty feeling about their professional life (i.e., professional life wellbeing) was not significantly different from that of the non-administrator faculty, U = 5019.0, Z = -.34, p = .73., albeit non-administrator faculty tended to have higher mean rank for professional life wellbeing (N = 203, Mean rank = 128.3) than administrator faculty (N = 51, Mean rank = 124.4). The average feeling about professional life wellbeing for both administrator faculty and non-administrator faculty was relatively low compared with the average faculty whole life wellbeing, falling in-between a mixed feeling (i.e., neither satisfied nor dissatisfied with work life as a whole) and a feeling of somewhat happy (i.e., somewhat satisfied with my work life as a whole), M = 4.69, SD=1.5. This implies that on average both groups were neither pleased (satisfied), nor

delighted (very satisfied) with their professional life wellbeing even though they were neither feeling unhappy nor have a terrible feeling about their professional life wellbeing. In this case I describe their feeling about their professional life as "I will take it like that."

Clearly, the analysis so far indicates that there were no statistically significance differences in both whole life wellbeing and professional or work life wellbeing between administrator faculty and non-administrator faculty. However, while on average both groups were pleased or at least somewhat happy about their whole life wellbeing, they had a mixed feeling (i.e., neither satisfied nor dissatisfied with work life as a whole) or at best, a feeling of somewhat happy (i.e., somewhat satisfied) about their professional or work life wellbeing. On average there were neither feelings of unhappiness nor terrible feelings about both the whole life wellbeing and professional life wellbeing. To validate the results on the differences in wellbeing between the two groups, a comparative analysis was made on other measures of faculty wellbeing. These analyses are shown in sections that follow, beginning with faculty subjective happiness.

Difference by Subjective Happiness

A subjective assessment of whether faculty members (both administrator and non-administrator) were happy or unhappy was made. The highest a person could score on the scale used for the assessment of whether the faculty member was happy or unhappy was 5 ("very happy"). As shown in Appendix F1, the data indicate that on average, both administrator faculty and non-administrator faculty were though not very happy, they were somewhat happy (M=3.78, SD=0.78). Further analysis on the subjective happiness assessment of faculty, as shown in Table 4.5, indicates that the administrator faculty tended to have higher average rank for subjective happiness (N = 51, Mean rank = 129.8) than the non-administrator faculty (N = 203, Mean rank

= 126.9); which implies that on average administrator faculty seemed to be somewhat more happy than non-administrator faculty; yet statistical analysis on the data presented in Table 4.5 indicated no statistically significant difference in subjective happiness between the two groups, U = 5062.5, Z = -.25, p = .81. In the next sections. I seek to show whether or not the situation was the same for positive mood states, negative mood states, and affect balance or whether there was a difference between the two groups on those measures.

Difference by Positive Affect, Negative Affect, and Affect Balance

As shown in Table 4.5, although the non-administrator faculty tended to have higher positive mood states than the administrator faculty, the data showed no significant difference in positive mood states (i.e., positive affect) scores between the administrative faculty (N = 51, Mean rank = 125.14) and that of the non-administrative faculty (N = 203, Mean rank = 128.09), U = 5056, Z = -.26, p = .79. Contrary, although negative mood states (i.e., negative affect) score for non-administrative faculty rank (N = 203, Mean rank = 132.2) higher than the average ranks for negative mood states score of administrative faculty (N = 51, Mean rank = 109.01), the data shows that there was a statistically significant difference between negative mood states of non-administrator faculty and administrator faculty U = 4233.5, Z = -2.07, p = .04. This statistical difference has been explained in detail, in the next section under "differences in factors affecting wellbeing measures between administrator faculty and non-administrator faculty." That is, there was a significant difference in negative mood states, but no significant difference in positive mood states between the two faculty groups. Positive mood states were higher for both groups than their negative mood states. As shown in Table 4.6, respondents in both groups mentioned positive moods (M= 3.22, SD = 1.47) approximately twice as often as negative mood states (M= 1.63, SD = 1.51).

The affect balance score which measures perceived quality of life (i.e., a sense of psychological wellbeing viz-à-viz a sense of ill-being) is the difference between positive affect scores and negative affect scores obtained by subtracting the sum of the scores of positive responses (i.e., "Yes") for negative items (negative mood states) from the sum of scores of positive responses (i.e., "Yes") for positive items (positive moods states). In simple terms, subtract subjects' negative scores from their positive score to arrive at their affect balance scale score. The scores of respondents on the items on each mood states are analyzed in the subsequent paragraphs. As shown in Table 4.5, The affect balance score was positive for both administrative faculty (M= 1.96, SD = 2.40) and non-administrative faculty (M= 1.50, SD = 2.33). That is, on average both groups marginally had a sense of psychological wellbeing. It appeared that non-administrator faculty members had higher negative mood states, yet they also had higher positive mood states compared with administrator faculty. Unlike positive mood states and negative mood states, the average rank for sense of psychological wellbeing (i.e., affect balance) was higher for administrator faculty (N = 51, Mean rank = 140.21) than non-administrator faculty (N = 203, Mean rank = 124.31), yet statistical analysis on the data indicates that there was no significant difference in average rank for perceived quality of life (i.e., a sense of psychological wellbeing viz-à-viz a sense of ill-being) between the two groups, U = 4528.5, Z = -1.39, p = .16.

It is obvious from Table 6 that for the negative mood states, the most frequently mentioned item is "Bored" which was mentioned by 97 (38.2%) of the respondents, of which 18 were administrator faculty and 79 were non-administrator faculty. The next two most frequent items were "Very lonely or remote from other people" and "So restless that you could not sit long in a chair" which were mentioned by 36.2% (10 administrator faculty and 82 non-administrator faculty) and 33.5% (17 administrator faculty and 68 non-administrator faculty) of

the respondents, respectively. The least mentioned negative mood item is “Depressed or very unhappy” mentioned by 25.6% of the respondents (seven were administrator faculty and 88 were non-administrator faculty). Also, as shown in Table 4.6 the most frequently mentioned item among the positive mood states is “Pleased about having accomplished something”, mentioned by 83.1% of the respondents of which 42 were administrator faculty and 169 were non-administrator faculty. The next two most frequently mentioned positive mood states items are “Particularly excited or interested in something” (82.3%, 41 administrator faculty and 168 non-administrator faculty) and “Proud because someone complimented you on something you had done” (68.5%, 34 administrator faculty and 140 non-administrator faculty) while the least mentioned positive mood states item is “On top of the world” (24.4%, 13 administrator faculty and 49 non-administrator faculty).

The modal response for each of the negative mood states items was zero (0), which implies that a “No” response appeared most frequently for the responses on those items. On the other hand, except for the item “On top of the world?” the modal response for the all the positive mood states items was 1, which indicates a “Yes” response. These results, as explained in the next paragraph, had influenced negative mood states a lot as compared to positive mood state.

Table 4.6: Mood States Item Comparisons (Figures in Parenthesis are in Percentages)

Item		Yes	No	Total
Particularly excited or interested in something?	Total Group	209 (82.3)	45 (17.7)	254 (100)
	Administrator Faculty	41	10	51(20.1)
	Non-Administrator Faculty	168	35	203 (79.9
Proud because someone complimented you on something you had done?	Total Group	174 (68.5)	80 (31.5)	254 (100)
	Administrator Faculty	34	17	51(20.1)
	Non-Administrator Faculty	140	63	203 (79.9
Pleased about having accomplished something?	Total Group	211 (83.1)	43 (16.9)	254 (100)
	Administrator Faculty	42	9	51(20.1)
	Non-Administrator Faculty	169	34	203 (79.9
On top of the world?	Total Group	62 (24.4)	192 (75.6)	254 (100)
	Administrator Faculty	13	38	51(20.1)
	Non-Administrator Faculty	49	154	203 (79.9
That things were going your way?	Total Group	162 (63.8)	92 (36.2)	254 (100)
	Administrator Faculty	32	19	51(20.1)
	Non-Administrator Faculty	130	73	203 (79.9
So restless that you could not sit long in a chair?	Total Group	85 (33.5)	169 (66.5)	254 (100)
	Administrator Faculty	17	34	51(20.1)
	Non-Administrator Faculty	68	135	203 (79.9
Very lonely or remote from other people?	Total Group	92 (36.2)	162 (63.8)	254 (100)
	Administrator Faculty	10	41	51(20.1)
	Non-Administrator Faculty	82	121	203 (79.9
Bored?	Total Group	97 (38.2)	157 (61.8)	254 (100)
	Administrator Faculty	18	33	51(20.1)
	Non-Administrator Faculty	79	124	203 (79.9
Depressed or very unhappy?	Total Group	65 (25.6)	189 (74.4)	254 (100)
	Administrator Faculty	7	44	51(20.1)
	Non-Administrator Faculty	58	145	203 (79.9
Upset because someone criticized you?	Total Group	74 (29.1)	180 (70.9)	254 (100)
	Administrator Faculty	10	41	51(20.1)
	Non-Administrator Faculty	64	139	203 (79.9

It appeared that non-administrative faculty scored higher average on both aspects of the perceived quality of life that measures positive mood states and negative mood states compared with administrative faculty. In other words, non-administrator faculty members had higher negative mood states, they also had higher positive mood states compared with administrator

faculty. Yet the administrator faculty had higher numerical average ranks for affect balance than the non-administrator faculty. However, statistical analysis indicated that there was no significant difference in average rank for perceived quality of life (i.e., a sense of psychological wellbeing viz-à-viz a sense of ill-being) between the two groups. The differences in average ranks for affect balance and positive mood states (positive affect) were not statistically significant, but the difference in average rank for negative mood states was statistically significant across both groups. That is, the non-administrator faculty respondents experience of positive mood states was not statistically higher than that of the administrator faculty's experience of positive mood states, but the non-administrator faculty had experienced significantly more negative mood states than the administrator faculty (M=1.2, SD=1.29). However negative mood states experience of the non-administrator faculty (M=1.7, SD=1.54) was something marginal.

In short, on average both groups marginally had a sense of psychological wellbeing (measured by affect balance score) which was not significantly different between them. However, there was a significant difference in negative mood states, but no significant difference in positive mood states between the two faculty groups. Positive mood states was statistically higher for both groups than their negative mood states, t (253) = 10.79, sig=.001, Z = -9.82, Asymp. Sig. = .001 and Z = -10.11, Asymp. Sig. = .001 for t-Test, Wilcoxon Signed Ranks Test and Sign Test respectively (see Appendix B1 and B2).

The statistical analysis on the six measures of faculty wellbeing generally appeared to indicate that there was no statistically significant difference in wellbeing between the administrator faculty and non-administrator faculty, except for their negative mood states. The next section shows where the variability in negative mood states was found.

Variability in Negative Mood States Across Demographic Groups

So far, among the six faculty wellbeing measures, only the mean administrator faculty and non-administrator faculty negative mood states was statistically significant. The data analysis in this section focuses on where the variability was found, particularly across the various demographic groups as presented in Table 4.7.

Table 4.7 shows that the significant differences in the negative mood states were found only in age groups and marginally in the years of working experience groups. Gender, primarily associated School or College, and current rank as a faculty member – all did not matter for any differences in negative mood states. That is, the data show that there was not enough evidence to support a difference between at least two of the groups in each of the categories including gender [$F(251) = .44$, $p = .65$], primarily associated School or College [$F(238) = .69$, $p = .77$], and rank as a faculty member [$F(251) = .1.89$, $p = .13$].

The evidence from the data *strongly* supported the statistically significant difference between at least two of the age groups only, $F(249) = 6.7$, $p = .001$, and *marginally* supported the statistically significant difference between at least two of the various groups of the years of work experience, $F(248) = 2.8$, $p = .065$. Levene's Test for Equality of Variances was not statistically significant for age, $F(249) = 1.52$, $p = .21$. That is, variances were homogenous across age groups. Assuming equal variance as presented in Appendix E1, the results for a Tukey's HSD (Honestly Significant Difference) Post Hoc test – a more conservative to Type 1 error – indicated that differences in negative mood states lied between faculty in the age range of 40-49 years and 50-59 years, Mean Difference $= .74$, $SE = .23$, $p = .008$.

Table 4.7: Variability in Negative Mood States Across Demographic Factors

Demographic Factor	ANOVA						Levene's Test for Equality of Variances	
		Sum of Squares	df	Mean Square	F	Sig.	F	Sig.
Age	Between Groups	42.62	3	14.21	6.70	0.001	1.52	0.21
	Within Groups	528.2	249	2.12				
	Total	570.8	252					
Gender	Between Groups	1.987	2	0.99	0.44	0.65	2.62	0.08
	Within Groups	571.5	251	2.28				
	Total	573.5	253					
Primarily Associated School or College	Between Groups	20.76	13	1.60	0.69	0.77	1.14	0.33
	Within Groups	549.7	238	2.31				
	Total	570.4	251					
Years of work experience	Between Groups	23.11	5	4.62	2.08	0.07	2.32	0.04
	Within Groups	550.4	248	2.22				
	Total	573.5	253					
Current rank as a faculty member	Between Groups	12.77	3	4.26	1.89	0.13	3.62	0.01
	Within Groups	560.6	249	2.25				
	Total	573.3	252					

Also, there was a difference in negative mood states between faculty aged 40-49 years and faculty aged 60 years and above, Mean Difference =1.0, SE=.24, p=.001. In both differences, the faculty in the 40-49 years age group significantly appears to have had higher negative mood states than the faculty in the later age group. However, the difference in negative mood states between faculty aged 40-49 years and faculty aged 60 years of age and above was higher than the difference between faculty aged 40-49 years and 50-59 years. There was no significant difference between any other age groups. For example, the data show that there was no statistically significant difference between these pairs of age groups: 30-39 years and 40-49 years (Mean Difference =-.34, SE=.34, p=.75), 30-39 years and 50-59 years (Mean Difference =.40, SE=.34, p=.64), 30-39years and 60years plus (Mean Difference =.66, SE=.34, p=.22), and

50-59years and 60 years plus (Mean Difference =.26, SE=.24, p=.70). In simple words, there was no statistically significant difference in negative mood states among any two pairs of faculty age groups including 30-39 years, and 50-59 years, and 60 years plus. Also, there was not enough evidence to support the differences in negative mood states between faculty aged 30-39 years and any other age groups including the 40-49 years age group.

Evidence from the data presented in Table 4.7 shows that Levene's Test for Equality of Variances was statistically significant for years of work experience, F(248) =2.32, p=.04. This indicates that variances are not equal across age groups. Without assuming equal variance, Games-Howell Post Hoc test (as presented in Appendix E2) showed the difference in negative mood states could not be traced to any pairs of specific groups of work experience; albeit ANOVA test shows variability lied in years of work experience. Though not statistically significant, compared with other groups, the variability in negative mood states appeared to lie between faculty most likely in the two extreme groups of years of experience – faculty with less than 5 years of work experience and faculty with 25 years and above work experience, Mean Difference =.75, SE=.32, p=.18.

So far, I have explained differences in wellbeing between the two groups and showed where the variability lied. It is obvious from the ongoing analysis that although there were no significant differences in most of the wellbeing measures between the two groups, compared with that of the non-administrator faculty, the mean scores were higher for administrator faculty on some of the measures of faculty wellbeing but not on some other wellbeing measures. The next section explains factors that contribute to these variations (i.e., the factors affecting these faculty wellbeing measures) and how they affect each of those wellbeing measures.

Predictors of Faculty Wellbeing Measures (Factors Affecting Faculty Wellbeing Measures)

The Mann-Whitney-Wilcoxon test results presented in Table 4.5 shows the difference in mean ranks of each of the wellbeing measures between the administrator faculty and the non-administrator faculty. We notice that the Mann-Whitney-Wilcoxon test does not help explain what factors influence faculty wellbeing or differences in wellbeing being between the two groups, and/or the extent (magnitude and direction) each of the explanatory variables had affected the level of wellbeing. This section focuses on the model estimates of Ordinal Logistic Regression (presented in table 4.8) showing the extent each of the wellbeing measures used in this study was influenced or impacted by the explanatory variables; namely, faculty status (administrator vs non-administrator), wellbeing obligation ($\alpha = .80$), wellbeing reliance & dependencies ($\alpha = .70$), and wellbeing facilitation ($\alpha = .76$). The reliability measures for these explanatory variables showed acceptable to good reliability on the Cronbach's alpha, $.70 \leq \alpha \leq .80$, M=.75. The variable wellbeing diminishing ($\alpha = .77$) was dropped because it was test-proven to exhibit a near perfect collinearity, N=254, r = -.94, sig.=0.001 (see Appendix F2) relationship with the variable wellbeing diminishing. The variable wellbeing facilitation was chosen (over wellbeing diminishing) to be included in the model because the impact of wellbeing diminishing on wellbeing was so strong that once included in the model, all other factors did not matter (i.e., showed to be statistically not significant) for wellbeing except subjective happiness and negative mood states.

Table 4.8: Parameter Estimates of Ordinal Logistic Regression for Predictors of Faculty Wellbeing Measures

Dependent Variable/Wellbeing Measure	Explanatory Variable	Estimate	Std. Error	Wald	df	Sig.	95% Confidence Interval	
							Lower Bound	Upper Bound
Whole life Wellbeing[1]	Faculty status (administrator vs non-administrator)	-0.12	0.30	0.15	1	0.70	-0.70	0.47
	Wellbeing obligation	0.20	0.16	1.61	1	0.21	-0.11	0.52
	Wellbeing reliance & dependencies	-0.23*	0.14	2.79	1	0.10	-0.50	0.04
	Wellbeing facilitation	0.71***	0.15	21.19	1	0.001	0.41	1.01
Professional life wellbeing[1]	Faculty status (administrator vs non-administrator)	-0.46	0.29	2.62	1	0.11	-1.03	0.10
	Wellbeing obligation	0.07	0.16	0.20	1	0.66	-0.23	0.37
	Wellbeing reliance & dependencies	-0.24*	0.13	3.36	1	0.07	-0.50	0.02
	Wellbeing facilitation	1.15***	0.16	53.17	1	0.001	0.84	1.46
Subjective happiness[1]	Faculty status (administrator vs non-administrator)	-0.01	0.28	0.00	1	0.97	-0.56	0.54
	Wellbeing obligation	0.30**	0.15	3.92	1	0.05	0.00	0.60
	Wellbeing reliance & dependencies	-0.42***	0.13	10.80	1	0.001	-0.68	-0.17
	Wellbeing facilitation	0.42***	0.14	8.72	1	0.001	0.14	0.69
Positive mood states[1]	Faculty status (administrator vs non-administrator)	-0.30	0.29	1.07	1	0.30	-0.86	0.27
	Wellbeing obligation	0.11	0.15	0.46	1	0.50	-0.20	0.41
	Wellbeing reliance & dependencies	-0.02	0.13	0.03	1	0.86	-0.28	0.23
	Wellbeing facilitation	0.64***	0.15	19.07	1	0.001	0.36	0.93
Negative mood states[1]	Faculty status (administrator vs non-administrator)	-0.56*	0.29	3.67	1	0.06	-1.13	0.01
	Wellbeing obligation	0.05	0.16	0.09	1	0.76	-0.26	0.35
	Wellbeing reliance & dependencies	0.40***	0.13	9.26	1	0.001	0.14	0.66
	Wellbeing facilitation	-0.42***	0.15	8.21	1	0.001	-0.70	-0.13
Affect balance (perceived quality of life)[1]	Faculty status (administrator vs non-administrator)	0.31	0.28	1.22	1	0.27	-0.24	0.86
	Wellbeing obligation	0.05	0.15	0.12	1	0.73	-0.24	0.35
	Wellbeing reliance & dependencies	-0.28**	0.13	4.82	1	0.03	-0.53	-0.03
	Wellbeing facilitation	0.63***	0.14	18.83	1	0.001	0.34	0.91

*** Significance at 0.01

**Significance at 0.05

*Significance at 0.10

1 Details of the thresholds and locations of whole life wellbeing, professional life wellbeing, subjective happiness, positive mood states, negative mood states, and affect balance are shown in Appendices C1, C2, C3, C4, C5, and C6, respectively.

The results presented in Table 4.8 do not show the thresholds (Appendix C for the detail) information for each of the wellbeing measures. In the table, each outcome; thus, wellbeing measure (whole life wellbeing, professional life wellbeing, subjective happiness, positive mood states, negative mood states, and affect balance or perceived quality of life) is the ordinal outcome with *J* number of categories. *J*-1 is the number of thresholds for the particular wellbeing measure. Specifically, whole life wellbeing and professional life wellbeing each has seven (7) categories, j= 1, 2, 3, ..., 7 and six thresholds (i.e., 7-1=6). Subjective happiness has 17 categories, j= 1, …, 4.75 and sixteen thresholds. Positive mood states and negative mood states each has 5 categories, j=0, 1, 2, …, 4 and four (4) thresholds, and the affect balance (i.e., perceived quality of life) measure of wellbeing has 11 categories, j=-5, -4, …, 4 and ten thresholds.

For variables found to be significant, the estimate of the variable tells the extent faculty moves closer to a threshold. For this study, the term "higher threshold" and "higher level" are used interchangeably to mean the same thing, and so for "lower threshold" and "lower levels." The sections that follow explain the predictor variables for each of the wellbeing measures of faculty and the extent those factors affect the faculty wellbeing measures. In the subsequent sections, I used the term "log odds" to explain the extent the factors had affected faculty wellbeing. The term "odds," is used technically to mean odds of success (usually in probability) which refers to the probability of success or the probability of failure of the outcome of an event occurring. Logit models are of logarithms in nature as against some other models that are purely parametric. In effect, the term "log odds" (the logarithm of the odds) is used in this study to reflect technical or exact interpretations of the results of the logit model rather than interpreting results from my own understanding of the logit model. In short, I used the term "log odds" to

mean the chances of the outcome of an event occurring. However, there is more to the meaning of the term "log odds" than using words such as "chances," and "probability," among others, which use may not be crucial in the educational administration context.

Factors Affecting Whole Life Wellbeing and Professional Life Wellbeing

As shown in Table 4.8, both whole life wellbeing and professional life wellbeing were significantly affected by the extent of wellbeing reliance and dependencies and the extent of wellbeing facilitation between the administrator faculty and non-administrator faculty. The data demonstrates that for a one unit increase in wellbeing reliance, there was a predicted decrease of 0.23 (95% CI, -0.50-0.04) in the ordered log odds (chances) of being in a higher level of whole life wellbeing, Wald $\chi^2(1) = 2.79$, p=.10. This means that a group of faculty members (e.g., administrator faculty) who relied more on the other group of faculty members (e.g., non-administrator faculty) for their whole life wellbeing were expected to have low whole life wellbeing if they had increased the extent they relied on the other group. Contrary, if the administrator faculty had reduced the extent they relied on the non-administrator faculty by one unit, they would have been expected to increase in whole life wellbeing – they may be disappointed. Another factor that significantly affected faculty whole life wellbeing was the extent of wellbeing facilitation. As shown in Table 4.8, among the factors affecting faculty whole life wellbeing, the extent of wellbeing facilitation by one group of faculty members had the greatest significant influence on the whole life wellbeing of the other group. The data indicates that for every one unit increase in the extent of wellbeing facilitation, there was a predicted increase in whole life wellbeing by 0.71(95% CI, 0.4-1.01), in the log odds (chances) of falling at a higher level of whole life wellbeing, a statistically significant effect, Wald $\chi^2(1) = 21.19$, p=.001. One's faculty status of being administrator did not have a significant effect on

their whole life wellbeing (95% CI, -0.70-0.47), Wald $\chi^2(1) = 0.15$, p=.70. Wellbeing reliance effect on faculty professional life wellbeing was alike in its effect on their whole life wellbeing, -0.24 (95% CI, -0.50-0.02), Wald $\chi^2(1) = 3.26$, p=.07.

Like faculty whole life wellbeing, the extent of wellbeing facilitation affected faculty professional wellbeing more than all other predicting factors. The data show that as the log odds of 1.15 (95% CI, 0.84-1.46) increased the extent of wellbeing facilitation, there was an increase probability of falling at a higher level on the professional life wellbeing of faculty, a statistically significant effect, Wald $\chi^2(1) = 53.17$, p=.001. In other words, for a one unit increase in the extent of wellbeing facilitation, faculty could expect a 1.15% chances increase in the ordered log odds of being in the higher level of professional life wellbeing. That is, for one group of faculties to have moved closer to a higher level of professional wellbeing, the other group ought to facilitate more professional wellbeing. That is, given that non-administrator faculty had a higher mean rank for professional life wellbeing than administrator faculty, a one unit increase in the extent of wellbeing facilitation by the non-administrator faculty could help push the administrator faculty closer to a higher threshold of professional life wellbeing. The data shows that as the log odds (chances) of being administrator faculty increased, there was a decreased probability of falling at a higher threshold on the professional life wellbeing compared with being a non-administrator faculty, -0.46 (95% CI, -1.03-0.10). However, faculty status (i.e., being administrator or non-administrator did not significantly affect professional life wellbeing, Wald $\chi^2(1) = 2.62$, p=.11. In similar way, wellbeing obligation – the extent faculty in one of the faculty groups agreed, felt, or believed they were obliged to contribute to the improvement of the wellbeing of the other faculty group – did not have a statistically significant effect on faculty professional life wellbeing, Wald $\chi^2(1) = 0.20$, p=.66.

Factors Affecting Faculty Subjective Happiness

It is obvious from Table 4.8 that except for faculty status (i.e., being an administrator or non-administrator), faculty subjective happiness was affected by all the factors included in the model including wellbeing facilitation, wellbeing obligation, and wellbeing reliance and dependencies.

The data show that for every unit increase in the level of wellbeing obligation for one group of faculty, there was an expected increase of 0.3 (CI, 0.00-0.60) in the ordered log odds (chances) of the other group to be in a higher level of subjective happiness, Wald $\chi^2(1) = 3.92$, p=.05. By implication, the extent one group of faculties are made to be obliged to contribute to the improvement of the wellbeing of their college or school faculty colleagues in the other group, the higher the expected increase in the subjective happiness of College or School faculty colleagues. For example, it has been discovered that administrator faculty tend to have higher average rank for subjective happiness (N = 51, Mean rank = 129.75) than the non-administrator faculty (N = 203, Mean rank = 126.94) and thus, on average administrator faculty might seem to be somewhat more happy than non-administrator faculty (see Table 4.5). The study results show that administrator faculty could help push the non-administrator faculty closer to a higher threshold of subjective happiness by an increment of 0.30 if there was an increase in the extent administrator faculty were obliged to contribute to the improvement of the wellbeing of their college or school faculty colleagues in the non-administrator group, and the vice versa.

The data show that wellbeing facilitation and wellbeing reliance and dependencies affected faculty subjective happiness by the same degree, yet they impacted the faculty subjective happiness differently. The difference was such that for a unit change in the extent of wellbeing facilitation by one group of faculty, there was a 0.42 (CI, 0.14-0.69) expected change

(in the same direction) in the ordered log odds (chances) of the other faculty being in a higher level of subjective happiness, Wald $\chi^2(1) = 8.97$, p=.001. Conversely, for a unit change in the extent of wellbeing reliance on faculty in other group, there was a predicted negative change of 0.42 (CI, -0.68 to -0.17) in the ordered log odds of falling at a higher level of subjective happiness. That is, at the same degree of change (i.e., 0.42); while an increase in the extent of wellbeing facilitation by one group of faculty pushed their college or school faculty colleagues in the other group to higher thresholds of subjective wellbeing, an increase in the extent of wellbeing reliance and dependencies on other group pushed the group that rely on other group for their subjective happiness to a lower level of subjective happiness. This means that for one faculty group to move to a higher level of subjective happiness, they should have to reduce the extent they relied on the faculty members in the other groups for their subjective happiness. Likewise, for a faculty group to move to a higher level of subjective happiness, the other faculty group should increase the extent that they facilitate the wellbeing of their college or school faculty colleagues. For example, since the non-administrator faculty had lower average rank for subjective happiness than the administrator faculty, the administrator faculty could help push non-administrator faculty to higher level of subjective happiness by facilitating to a greater extent the subjective wellbeing of the non-administrator faculty. The non-administrator faculty could do similar facilitation for their college or school faculty colleagues in administrative positions.

The data show that being in administrative group did not significantly matter for faculty subjective wellbeing, Wald $\chi^2(1) = 0.00$, p=.97. The zero value of the Wald indicated that the being of administrator faculty or non-administrator faculty did not significantly affect faculty

subjective happiness and thus, did not add any meaningful explanations to the model of factors affecting faculty subjective happiness.

Factors Affecting Faculty Positive Mood States and Negative Mood States

The model suggests that both positive mood states and negative mood states of faculty were affected by the extent of wellbeing facilitation. The extent faculty in one group (say administrative group) facilitated the wellbeing of their college or school faculty colleagues in the other group (say non-administrative group) affected positive mood states of those faculty colleagues than the facilitation affected negative mood states. The extent of wellbeing facilitation positively affected faculty positive mood states. The data indicates that a unit increase in the extent of wellbeing facilitation by the faculty in one of the two groups was associated with a 0.64 predicted increase in the log odds (chances) of their faculty colleague in the other group falling at a higher threshold of positive mood states, Wald $\chi^2(1) = 19.07$, p=.001. That is, if an administrator faculty increased their extent of facilitating the wellbeing of a non-administrator faculty by one unit, we could expect a 0.64 increase in the log odds of the non-administrator faculty falling at a higher level of positive mood states, and the vice versa. In other words, a unit increase in the extent one group of faculty facilitates the wellbeing of their faculty colleagues pushed their faculty colleagues up a higher threshold of positive mood states. Conversely, for every one unit increase in the extent of wellbeing facilitation of one group of faculty, there was a predicted decrease of 0.42 in the log odd of the other faculty group falling at a higher threshold of negative mood. That is, a unit increase in the extent of wellbeing facilitation by one of the two faculty groups was predicted to push down their faculty colleagues in the other group to a lower threshold of negative mood states.

The evidence from the study reveals that wellbeing reliance – the extent one of the faculty groups (e.g., administrator faculty) relied on their college or school faculty colleagues in the other group (e.g., non-administrative group) for wellbeing – significantly affected negative mood states of the faculty group that relied on the other faculty group, and the vice versa. In simple words, there was enough evidence to support the impact of the extent of wellbeing reliance on negative mood states. The data shows that for every one unit increase in the extent of wellbeing reliance, there was a predicted increase of 0.40 (CI, 0.14-0.66) in the log odds (chances) of faculty falling at a higher level of negative mood states, Wald $\chi^2(1) = 9.26$, p=.001. This implies that for a group of faculty (e.g., administrator faculty) to be in a lower level of negative mood states, they should reduce the extent they rely on their College or School faculty colleagues in the other group (e.g., non-administrative group) for wellbeing. While wellbeing reliance affects negative mood states, wellbeing reliance does not significantly affect positive mood states of faculty, Wald $\chi^2(1) = 0.03$, p=.86.

Faculty status – being administrator faculty or non-administrator faculty – significantly affected negative mood states of faculty. The data shows that being administrator faculty was associated with a predicted decrease of 0.56 (CI, -0.13 – 0.01) in the log odds (chances) of falling at a higher level of negative mood states (Wald $\chi^2(1) = 3.67$, p=.06). This implies that being administrator pushed faculty down a lower level of negative mood states. That is, the status of faculty regarding being administrator or non-administrator mattered a lot for its impact on faculty negative mood states. This has been explained in detail, in the next section under "differences in factors affecting wellbeing measures between administrator faculty and non-administrator faculty." Conversely, the status of faculty did not have any significant impact on the positive mood states of faculty, Wald $\chi^2(1) = 1.07$, p=.30. Finally, the extent one group of

faculties were made to be obliged to contribute to the improvement of the wellbeing of their college or school faculty colleagues in the other group did not matter for both positive mood states (Wald $\chi^2(1) = 0.46$, p=.50) and negative mood states (Wald $\chi^2(1) = 0.09$, p=.76) of faculty.

Factors Affecting Faculty Perceived Quality of Life (Affect Balance)

As shown in Table 4.8, the perceived quality of life (i.e., affect balance) was significantly affected by two factors including the extent of wellbeing reliance and dependencies and the extent of wellbeing facilitation between the administrator faculty and non-administrator faculty. The data show that for a one unit increase in wellbeing reliance, there was a predicted decrease of 0.28 (95% CI, -0.53 to -0.03) in the ordered log odds of being in a higher level of perceived quality of life, Wald $\chi^2(1) = 4.82$, p=.03. This means that a group of faculty (e.g., administrators) who relied more on the other group of faculty (e.g., non-administrator faculty) for their perceived quality of life (i.e., affect balance) were expected to be pushed down to a lower level of perceived quality of life by 0.28 for every one unit increase in their level of reliance. On the other hand, if, for example, the administrator faculty, reduced the extent that they relied on the non-administrator faculty by one unit, they might be expected to be pushed to a higher threshold of perceived quality of life.

Evidence from the study indicates that the extent of wellbeing facilitation also affected faculty perceived quality of life significantly. As shown in Table 4.8, the extent of wellbeing facilitation by one group of faculty members had the greatest significant influence on the perceived quality of life of the other group. These data indicate that for every one unit increase in the extent of wellbeing facilitation, there was a predicted increase in perceived quality of the other group by 0.63(95% CI, 0.34-0.91) in the log odds (chances) of falling at a higher level of perceived quality of life, a statistically significant effect, Wald $\chi^2(1) = 18.83$, p=.001. The extent

of wellbeing facilitation affected faculty perceived quality of life was more than wellbeing reliance did. For a unit increase in the extent of wellbeing facilitation, faculty could expect a 1.15 increase in the ordered log odds (chances) of being in the higher level of perceived quality of life. That is, for one group of faculties to move closer to a higher level of perceived quality of life, the other group had to facilitate their wellbeing more. Specifically, a one unit increase in the extent of wellbeing facilitation by the administrator faculty could help push the non-administrator faculty closer to a higher threshold of perceived quality of life.

Neither wellbeing obligation – the extent faculty in one of the faculty groups agreed, felt, or believed they were obliged to contribute to the improvement of the wellbeing of the other faculty group – had significantly affected faculty professional life wellbeing (95% CI, -0.24-0.35, Wald $\chi^2(1) = 0.12$, p=.73 nor one's faculty status of being administrator or non-administrator had a significant effect on faculty perceived quality of life (95% CI, -0.24-0.86), Wald $\chi^2(1) = 0.1.22$, p=.27.

In sum, among the factors included in the model, only wellbeing facilitation was found to significantly affect positive mood states of faculty. Affect balance, on the other hand, was influenced by the extent of wellbeing facilitation and the extent of wellbeing reliance. In contrast, except for wellbeing obligation, the negative mood states condition of faculty was influenced by all the factors included in the model. namely: extent of wellbeing facilitation, extent of wellbeing reliance and the status of faculty regarding being administrator or non-administrator. The evidence reveals that the extent of wellbeing reliance – the extent one of the faculty groups (e.g., administrator faculty) rely on their college or school faculty colleagues in the other group (e.g., non-administrative group) for wellbeing – significantly affected negative

mood states of the faculty group who relied on the other faculty group, and the vice versa, but the extent of wellbeing reliance did not affect their positive mood states.

We see that the extent of wellbeing facilitating significantly affected all the six measures of faculty wellbeing. In the sections that follow, I demonstrate whether or not there was a statistical difference between the two groups regarding the extent wellbeing facilitation and the other factors affected faculty wellbeing.

Differences in Factors Affecting Wellbeing

The analysis in this section focuses on whether administrator faculty had facilitated and/or diminished the wellbeing of non-administrator faculty than the non-administrator faculty members facilitate members did. The same analysis was made for the other predictors of faculty wellbeing measures.

For the factors affecting wellbeing, the scale items for diminishing and facilitating are such that they were measured based on the participants in one group's (say administrator faculty) experiences and perception about those in the other group (say non-administrator faculty). Therefore, if administrator faculty had the higher mean rank for wellbeing facilitation compared with non-administrator faculty, it implies that non-administrator faculty facilitated the wellbeing of the administrator faculty more. In similar way, if non-administrator faculty had a higher mean rank, administrator faculty facilitated more. This also applies to the extent of wellbeing diminishing – if administrator faculty had the higher mean rank for wellbeing diminishing compared with non-administrator faculty, this implies that non-administrator faculty diminished the wellbeing of the administrator faculty more, and the vice versa.

So, for this study, the data presented in Table 4.9 indicates that non-administrator faculty (N = 203, Mean rank = 121.83) facilitated the wellbeing of administrator faculty more than the administrator faculty did (N = 51, Mean rank = 150.07). In other words, the administrator faculty on average, ranked the extent of which the non-administrator faculty had facilitated the improvement of their wellbeing higher than the non-administrator faculty ranked the extent that their colleague who are in administrative positions had facilitated their wellbeing. This implies that faculty members who were not in administrative positions facilitated the improvement of the wellbeing of their colleagues who were in administrative positions more than did those administrator faculty facilitated their wellbeing. The data shows statistical evidence to support the difference in the extent of wellbeing facilitation between the two faculty groups, U = 4025.5, Z = -2.47, p = .013. On the contrary, the data show that, on average, the difference between the mean ranks of the extent of wellbeing diminishing between the two groups was not statistically significant, U = 5953.5, Z = -1.18, p = .24. That is, there was no evidence to support any difference in the extent of wellbeing diminishing between administrator faculty (N = 51, Mean rank = 116.74) and non-administrator faculty (N = 203, Mean rank = 130.20). This implies that both groups had diminished the wellbeing of each other to an equivalent extent. Recall from the previous section on "predictors of faculty wellbeing measures (factors affecting faculty wellbeing measures)" that being administrator faculty was associated with a predicted decrease in the odds of falling into a higher level of negative mood states. The reason is that the non-administrator faculty facilitated the wellbeing of their colleagues in administrative positions more. The greater extent of wellbeing facilitation by non-administrator faculty pushed their colleagues who were in administrative positions down a lower level of negative mood states. Also, recall from Table 4.5 and under the section "difference by positive affect, negative affect,

and affect balance," we could see that the greater extent of wellbeing facilitation by non-administrator faculty also accounted for the significant lower average negative affect score of administrative faculty (N = 51, Mean rank = 109.01) compared with that of the non-administrative faculty rank (N = 203, Mean rank = 132.15), U = 4233.5, Z = -2.07, p = .04, as found in that section.

Table 4.9: Mann-Whitney U and Wilcoxon W Tests for Differences in Factors Affecting Faculty Wellbeing Measures

	Ranks				Test Statistics			
	Administrator faculty vs non-administrator faculty	N	Mean Rank	Sum of Ranks	Mann-Whitney U	Wilcoxon W	Z	Asymp. Sig. (2-tailed)
Extent of wellbeing facilitation	Non-administrator faculty	203	121.83	24731.5				
	Administrator faculty	51	150.07	7653.5	4025.50	24731.5	-2.47	.013
	Total	254						
Extent of wellbeing diminishing	Non-administrator faculty	203	130.20	24713.5				
	Administrator faculty	51	116.74	5953.5	4627.50	5953.50	-1.18	.24
	Total	254						
Extent of wellbeing obligation	Non-administrator faculty	203	121.74	24713.5				
	Administrator faculty	51	150.42	7671.5	4007.50	24713.50	-2.51	.012
	Total	254						
Extent of wellbeing reliance and dependencies	Non-administrator faculty	203	123.84	25140.0				
	Administrator faculty	51	142.06	7245.0	4434.00	25140.00	-1.61	.11
	Total	254						

With regards to wellbeing obligation and wellbeing reliance, on average the administrator faculty (N = 51, Mean rank = 150.42) felt they were significantly obligated to contribute to the improvement of the wellbeing of their College or School faculty colleagues (i.e., non-administrator faculty), more than did the non-administrator faculty (N = 203, Mean rank = 121.74) who also felt obligated to contribute to the improvement of the wellbeing of the administrator faculty, U = 24713.5, Z = -2.51, p = .012. While the administrator felt significantly obligated to contribute to the improvement of the non-administrator faculty's wellbeing more

than did the non-administrator faculty felt obligated, the administrator faculty (N = 51, Mean rank = 142.06) also tended to rely on the non-administrator faculty for their wellbeing than did non-administrator faculty (N = 203, Mean rank = 123.84). In other words, while the faculty in positions such as Dean, Deputy Dean, Associate Dean, Assistant Dean, Executive Director, Graduate Chair, or Department Head felt obligated to contribute to the improvement of the wellbeing of faculty who were not in such position, the administrator faculty also relied on the non-administrator faculty for their wellbeing. Conversely, faculty who were not in such positions did not feel as much obligation to contribute to the improvement of the wellbeing of the administrator faculty as did the administrator faculty. This finding explains why promoting wellness programmes was found to be one of the key ways administrator faculty facilitated the wellbeing of non-administrator faculty. I have examined this in the later sections, under "non-administrator faculty voices: ways administrator faculty facilitate the wellbeing of non-administrator faculty." However, the difference in the mean ranks of wellbeing reliance between the two groups was not statistically significant.

The foregoing analysis on these difference in factors affecting wellbeing indicates that although the faculty in positions such as Dean, Deputy Dean, Associate Dean, Assistant Dean, Executive Director, Graduate Chair, or Department Head felt more obligated to contribute the improvement of the wellbeing of faculty who are not in such positions, non-administrator faculty facilitated the improvement of the wellbeing of their colleagues who are in administrative positions more than did the administrator faculty. On the other hand, both groups – administrator faculty (who felt much obliged to contribute the improvement of the wellbeing of other faculty who were not in such positions) and the non-administrator faculty (who felt less obliged to facilitate the wellbeing of the administrator faculty) – had diminished the wellbeing of each other

to an equivalent extent. To tell how many participants felt their colleagues in other group had diminished or facilitated the improvement of their wellbeing over the past month, I have shown in the next section the extent of wellbeing facilitation and wellbeing diminishing using descriptive statistics. The analysis in these sections emphasizes more on the extent of wellbeing facilitation and wellbeing diminishing since the extent of wellbeing facilitation (which exhibited a strong negative relationship with the extent of wellbeing diminishing) appeared to be significantly affecting each of the six measures of wellbeing, and so did the extent of wellbeing diminishing (when included in the model).

Descriptive Statistics on Extent of Wellbeing Diminishing and Facilitating

In this section, one sample item from each of the scales measuring extent of wellbeing facilitation and wellbeing diminishing was selected to perform a descriptive analysis for those items. The analysis on the descriptive statistics for the extent of wellbeing diminishing and wellbeing facilitation focuses on showing in terms of frequencies and percentages of responses, how many non-administrator faculty members felt their colleagues who were in administrative positions had diminished their wellbeing, and the vice versa. Similar analysis has been made to show how many also felt their colleagues had facilitated the improvement of their wellbeing over the past month.

Table 4.10 shows that 91 participants, representing 35.9% of the total number of participants, agreed or strongly agreed that their faculty colleagues in other group had facilitated their wellbeing over the past month. The greatest proportion (37.9%) of them were neutral (M=3.2, SD=.8 as shown in Appendix A2). Of these, 34.7% of the non-administrator faculty felt their colleagues who were in administrative positions had facilitated the improvement of their wellbeing. The greatest proportion (37.9%) of the non-administrator faculty group were neutral

(M=3.2, SD=.8). Of the administrator faculty, a relatively higher proportion (41.2%) agreed or strongly agreed that their faculty colleagues who were not serving in administrative positions had facilitated the improvement of their wellbeing (M= 3.5, SD=.7, as shown in Appendix A2).

Table 4.10: Descriptive Statistics on Extent of Wellbeing Diminishing and Facilitating for the Two Groups

		Non-administrator faculty[a]	Administrator faculty[b]	Total[c]
Extent of Wellbeing Diminishing*	Not at all	99 (48.8)	12 (23.5)	111 (43.7)
	A little	36 (17.7)	16 (31.4)	52 (20.5)
	Somewhat	35 (17.2)	19 (37.3)	54 (21.3)
	Quite a bit	22 (10.8)	3 (5.9)	25 (9.8)
	To a great extent	11 (5.4)	1 (2.0)	12 (4.7)
	Total	203 (100)	51 (100)	254 (100)
Extent of Wellbeing Facilitating**	Strongly disagree	23 (11.4)	2 (3.9)	25 (9.9)
	Disagree	32 (15.8)	9 (17.6)	41 (16.2)
	Neutral	77 (38.1)	19 (37.3)	96 (37.9)
	Agree	60 (29.7)	19 (37.3)	79 (31.2)
	Strongly agree	10 (5.0)	2 (3.9)	12 (4.7)
	Total	202 (100)	51 (100)	253 (100)

a. Figures in parenthesis are expressed as percentage of total number of non-administrator faculty.
b. Figures in parenthesis are expressed as percentage of total number of administrator faculty.
c. Figures in parenthesis are expressed as percentage of total number of all participants.

* In general, to what extent do you feel any of your faculty colleagues have diminished your happiness?

** Some people are impressed by what their faculty colleagues do. They feel their College or School faculty colleagues do things that facilitate the improvement of their wellbeing. To what extent do you agree that this characterization describes your view of faculty colleagues in your College or School over the past month?

The relatively higher proportion also supports the finding that non-administrator faculty facilitated the improvement of the wellbeing of the administrator faculty more than their administrator faculty colleagues did. A proportion of 38% of both groups were neutral on the

extent they agree their colleagues had facilitated their wellbeing. In contrast, the extent of wellbeing diminishing tended to be high across both groups. As shown in Table 4.10, a total of 143 representing 56.3% of the total number of participants felt their faculty colleagues in the other group had diminished their wellbeing. Of these, the majority of the administrator faculty and the non-administrator faculty each representing 76.5% and 51.2% respectively felt their colleagues in the alternate group had diminished their wellbeing, at least to a little extent. In the subsequent sections we will see the ways each of the two groups diminish and/or facilitate the wellbeing of each other.

Ways of Wellbeing Diminishing and Facilitating Between Administrator Faculty and Non-Administrator Faculty

The analysis in this section examines the ways administrator faculty diminish and facilitate the improvement of the wellbeing of their faculty colleagues who are not in administrative positions. To identify the reverse, the analysis has been made on ways faculty members who are not in administrative positions diminish and facilitate the improvement of the wellbeing of their faculty colleagues serving in administrative positions. The similarities and differences in the response among the participants has been analyzed by contrasting and critiques of the voices of the two groups regarding the extent of wellbeing diminishing and wellbeing facilitating between the two groups.

Administrator Faculty Voices: Ways Non-Administrator Diminish the Wellbeing of Administrator Faculty

As shown in Table 4.11, a number of administrator faculty mentioned the various ways or examples in which their college or school colleagues who are not in administrative positions

have diminished their wellbeing. As shown in Appendix S (active cells count in excel), out of the 51 administrator-faculty who participated in the survey, 33 (64.7%) responded to this issue by providing at least one (1) example of ways that their non-administrator faculty colleagues had diminished their wellbeing. Six (6) of them, representing 3.1%, admitted their non-administrator faculty colleagues had diminished their wellbeing; yet they did not provide any examples of what these colleagues had done to dimmish their wellbeing.

Table 4.11: Ways Non-Administrator Faculty Diminish the Wellbeing of Administrator Faculty

Theme	Number of References
Assignment of duties and performance of assigned duties	12
Lack of respect for and/or undermining authority and value of work	8
Suffering colleagues	5
Lack of or ineffective communication	4
Questioning and comments from colleagues	4
Colleagues' attitudes toward graduate students' progress or situations	2
Others	1 each

The remaining 12 (23.5%) felt that their colleagues, those who were not serving in administrative positions, had not done anything to diminish their wellbeing. Of the thirty-nine (39) administrator faculty who felt their non-administrator faculty colleagues had diminished their wellbeing, thirty-three (33) of them provided at least one (1) example where a School or College faculty colleague has diminished their wellbeing or happiness. A total of 24 (72%) of those thirty-three (33) administrator-faculty provided at least two (2) examples of the issue; while 16

(48.5%) provided three (3) examples. The numerous ways by which non-administrator faculty colleagues were perceived to have diminished the wellbeing of their colleague administrator faculty are grouped into six themes. The themes include duties and performance; lack of respect for and/or undermining authority and value of work; suffering colleagues; ineffective communication; questioning, comments from colleagues, and colleagues' attitudes toward graduate students progress or situations. The issues identified here are based on responses of only the faculty in administrative positions regarding examples of what their colleague non-administrator faculty colleagues have done to diminish their wellbeing.

Assignment of Duties and Performance of Assigned Duties

Issues relating to duties and performance of college or school colleagues who are not in administrative positions that diminished administrator faculty provided 12 references from respondents. The result of the data indicates issues under these themes as the major issues that had diminished the wellbeing of the administrator faculty. Some administrator faculty mentioned such issues including shirking work responsibilities and failure to perform or complete assigned duties by non-administrator faculty, referring to these as issues that had diminished their wellbeing. The study has it that underperforming faculty justifying their underperformance diminished the wellbeing of their college or school colleagues who are in administrative positions. For example, a male administrator faculty, aged 60 years or above, briefly explained how failure to perform or complete responsibilities increased his workload and diminished his wellbeing: "Faculty members not putting in a reasonable effort. Having faculty members not complete tasks which then fall on me. Whining narcissistic faculty who have an inflated sense of their own self-worth and use this to justify underperformance." A female administrator faculty with Full Professor rank also aged 60 years or over added to the issues underperformance. She

postulated that faculty members who are not in administrative positions put up a behaviour that made too much of a minor issue; justifying underperformance by seeing small tasks as extremely bigger task than these actually were. She stated: faculty are found of "making molehill tasks into mountains." That is, the study indicates that conveying something in a different way by overemphasizing it diminished the wellbeing of the administrator faculty. There was also an issue of inadequate accountability with respect to performance of duties, such that had negatively affected the wellbeing of the administrator faculty. For example, a female administrator faculty aged 40-49 years who was a Full Professor mentioned that "Inadequate accountability to one's responsibilities as a faculty member" is an example of issues that had diminished her wellbeing. Other issues relating to duties and performance of college or school colleagues who are not in administrative positions that had diminished administrator faculty wellbeing include faculty unwilling or unable to assist with duties and being passive in addressing work to be done.

Lack of Respect for and/or Undermining Authority and Value of Work

Another major issue that was found to diminish administrator faculty wellbeing lack of respect for and/or undermining authority and value of work on part of some of their faculty colleagues who are not in administrative positions. The issue of lack of respect for and/or undermining authority and value of work has eight references from the administrator faculty participants. The study showed that some faculty colleagues who were not in administrative positions were perceived to not show respect for the hard work done by their colleagues in same category; neither did they value the community or artistic work of their college or school colleagues in administrative positions. A reference was made to this by a female administrator faculty member, with Associate Professor rank aged 50-59 years, who explained how a lack of

respect for hard work on part of some of her non-administrator faculty colleagues had diminished her wellbeing. She noted:

> A colleague made a casual remark denigrating the work of some of my faculty who have been working long hours with no weekends or vacation time off. It is my job to help support the morale of my faculty and this lack of respect for the very hard work they are doing was frustrating.

Another reference of the lack of respect for value of hard work was made by a male administrator faculty, with Full Professor rank aged 40-49 years, who noted that some non-administrator faculty were fond of negating the input of a particular Committee such as the "work spent by the [particular] Committee training students," as he puts it. Similarly, another female administrator faculty, Full Professor and aged 60 years, expressed how the lack of value for her community or artistic work had diminished her wellbeing. She added that her own wellbeing had been diminished by non-administrator faculty colleagues who had not realized that she had represented them over the year. She expressed these sentiments in three sentences as:

> For not valuing my community/artistic work. For not realizing how much work certain of us have to do in order to make sure the department survives. For not realizing I was replacing colleagues in meetings during the whole year, which gave me more work.

Lack of value for hard work on the part of non-administrator faculty was perceived as a great issue that had negatively affected the wellbeing of faculty in administrative positions to the extent that this affected their achievements after retirement. For example, a female administrator faculty with full professor rank was so worried about lack of value for her hard work that she

noted “uncertainty about what parts of my work will be valued and [be] continued after I retire.” This was an example of the ways her colleagues, those not in administrative positions, had been perceived to diminish her wellbeing. Some other faculty in administrative positions added that some of their faculty who were not in administrative positions had undermined their (administrator faculty) capabilities and authority.

Suffering Colleagues

From the study results, we see that the wellbeing of administrator faculty had been perceived to diminish as they had seen their colleagues suffer from issues such as discrimination, mental health and burnout, loss of confidence or feelings of underperformance, and from unprofessional behaviour; this at the hands of another faculty. For example, a female administrator faculty, with Full Professor rank aged 60 year or above, explained how the sufferings that her non-administrator faculty colleagues had gone through; this eventually had diminished her own wellbeing. She noted: “colleague suffering from discrimination and confiding in me. Colleague feeling [that] they are not doing their job well (loss of confidence) and asking for my assistance. Seeing significant burn-out in colleagues.” Two other female administrator faculty, both aged 60 years or above of, one was a Full Professor, also noted that some of the sufferings of their colleague non-administrator faculty which made them feel unhappy, distressed and diminished with respect to their wellbeing. They noted examples of such sufferings as “bad mouthing other colleagues” (a female administrator faculty aged 60 years or above) and “unprofessional behaviour towards another faculty.” The issue causing the distress was that the suffering faculty member had confided in the administrator faculty and had relied on them for support or assistance. Unfortunately, the administrator faculty found that the sufferings (such as discrimination, mental health and burnout) was difficult to maintain together with

sustaining their own health. One male faculty member, a full professor in an administrative position aged 50-59 years, added that the suffering of colleagues diminished their wellbeing, especially when he could not help the suffering faculty out of their situation. He stated: "Faculty member has been in a very stressful situation that I cannot help with." Another female administrator faculty, aged 50-59 years with Associate Professor rank, also added to the issue of "suffering colleagues," her inability to support them, and how that had eventually diminished her wellbeing. She noted:

> Several of my colleagues are suffering from mental health issues that have been exacerbated by the pandemic. They rely on me to listen and to support them. It can be difficult to maintain my own health while carrying the weight of others as well.

The issue of "suffering colleagues" and how that had diminished the wellbeing of faculty is thus, explained above.

Lack of or Ineffective Communication

Administrator faculty identified several examples surrounding how ineffective communication had diminished their wellbeing. Responding to a question that demanded a response on examples of ways in which a faculty colleague who was not serving in administrative position had diminished their wellbeing, a male Professor aged 40-49years who served in an administrative position summarized all of them in a simple phrase "lack of communication." An example of lack of communication was given by a male administrator faculty aged 50-59 years with full professor rank. He stated: "Ignoring communication from our office." Other examples surrounding how communication had diminished administrator faculty were mainly about ineffectiveness in communicating intended ideas or issues or simply poor

communication. The communication issues that had diminished the wellbeing of administrator faculty and such instances appeared to be mostly through email communication. For example, a female administrator faculty aged 50-59 with Associate Professor rank explained how colleagues who were not serving in administrative positions had diminish her wellbeing – felt disrespected and obliged to issues which she was not actually obliged to do. She stated: They "email communication that did not feel respectful to me. …email communication which I felt obliged to respond to on the weekend."

Questioning and Comments from Colleagues

Administrator faculty have had issues with questioning and comments from their colleague non-administrator faculty which diminished their wellbeing to some extent. Questioning that was found to diminish the wellbeing of administrator faculty were basically those related to decision-making. In regard to questioning, two administrator faculty of age 50-59 years – one male is a male Professor and other is female Associate Professor –stated that their colleague non-administrator faculty were fond of "questioning the intent of various decisions" and "questioning a decision" respectively. Faculty in administrative positions had also become distressed by comments from their colleague non-administrators; some of which comments were "disdainful" or "belittling comments," as stated by participants, while others were "discriminatory comments." That is, those comments from the non-administrator faculty were sometimes comments felt to be inferior, unimportant, or those comments felt to be unworthy of one's consideration or respect – disdainful. Some of the comments also made the actions of the administrator faculty seemed unimportant; these were perceived to be belittling comments. In addition to these, there were some comments that had implications of unfair distinction between groups and in a way that sought to treat some groups or persons differently or worse than others

– discriminatory. The other comments were those that exhibited aggressiveness in conversations or those that were "confrontational over new ideas" as stated by one female administrator faculty aged 40-49 years. All these categories of comments were comments that had diminished the wellbeing of the administrator faculty.

Colleagues' Attitudes Toward Graduate Students Progress or Situations

Administrator faculty had worried about the attitudes of some non-administrator colleagues toward graduate student's progress or situations. They had become distressed with how unhappy colleagues made innocent graduate students who were affected by their unhappy faculty's emotions. Non-administrator faculty attitudes such as failure to respond to issues affecting graduate students, language about situations that have to do with graduate students, and the attitude of making their emotions affect students were some of the issues that had diminished the wellbeing of administrator faculty. For example, a male administrator faculty with Professor rank aged 40-49 years, in explaining examples of what his non-administrator faculty colleague had done to diminish his wellbeing stated: "Passive aggressive in a way that shifts their unhappiness onto student progress in graduate studies. Unresponsive to issues that affect graduate student progress. Language about graduate student situation." The forgoing analysis may sound as if the non-administrator faculty only diminished the wellbeing of their colleague who were in administrative positions. In the next section, I examined ways non-administrator faculty facilitated the wellbeing of administrator faculty

Administrator Faculty Voices: Ways Non-Administrator Faculty Facilitate the Wellbeing of Administrator Faculty

The faculty who were not in administrative positions did not only do things that diminished the wellbeing of their colleagues in administrative positions, but also did things that

facilitated the wellbeing of the administrator faculty in various ways. These many ways of facilitating the wellbeing of the administrator faculty have been group under five (5) major themes including: Support for work and accomplishments; volunteerism, willingness, and enthusiasm to participate in matters; showing appreciation and gratitude; exemplary performance in research and teaching duties; and attending or showing up for meetings and maintaining cordial relationships.

Table 4.12: Ways Non-Administrator Faculty Facilitate the Wellbeing of Administrator Faculty

Theme	Number of References
Support for work and accomplishments	10
Volunteerism, willingness, and enthusiasm to participate in matters	8
Appreciation and gratitude	4
Performance in research and teaching duties	4
Meetings and cordial relationships	3

As presented in Table 4.12, of these many ways of facilitating wellbeing, "support" was the most referenced (10), followed by "volunteerism, willingness, and enthusiasm to participate in matters" (8). The next two were "showing appreciation and gratitude" (4) and "exemplary performance in research and teaching duties" (4). Attending or showing up for meetings and maintaining cordial relationships" had the least three (3) references.

Support for Work and Accomplishments

Non-administrator faculty had facilitated the improvement of the wellbeing of their colleagues in administrative positions by providing support in diverse ways. These supports included, but were not limited to, emotional support, support for students, research support, and administrative work support, among others. The data show that non-administrator faculty

provided theirs in administrative positions in with “emotional support and advice” while many others also “want to do the best they can to support the students,” and thus made the administrator faculty happy. Another support that had facilitated the wellbeing of the administrator faculty were the innovations by their non-administrator colleagues as they adapted to the Covid-19 pandemic; albeit the data did not identified any specific examples of such innovations. Other supports that had facilitated the wellbeing of the faculty who were in administrative positions included colleagues nominating them for award, colleague understanding about a deadline not being met, and colleagues helping with anniversary of their department. Some of the non-administrator faculty colleagues had also gone an extra to step into a meeting for their faculty colleagues in administrative positions. Among the diverse ways of support, a female administrator faculty aged 60 years or above explained the supports that her non-administrator faculty colleagues had provided to facilitate the improvement of her wellbeing. She mentioned these supports to include research, administrative, and system software supports, and the extent they worked assiduously to make her “difficult days happier.” In the words of this administrator faculty:

> Generally: my two research colleagues support my research goals days and nights. One person works during the night like me. So, there is always one person I can talk to about my research work, which is great. Our former head is a great support for my admin work, although she is too busy herself and is not always available. But the thought she is willing to help even when she can't, gives me the feeling I am supported. A colleague from [particular unit] who is struggling and has health issues like me has helped me with Canvas even at midnight, in spite of her own

difficulties. That gives me the feeling I am not alone. We value friends' support that makes our difficult days happier.

Support for work and accomplishments of faculty is important for their wellbeing, and that implies support for work and accomplishments when intensified, will improve faculty wellbeing.

Volunteerism, Willingness, and Enthusiasm to Participate in Matters

Non-administrator faculty facilitated the wellbeing of their colleagues in administrative position by volunteering in many ways. Examples of such volunteering activities that non-administrator faculty facilitated the improvement of their colleagues in administrative positions wellbeing as mentioned by the administrator faculty participants included but not limited to volunteering:

1. To help with department or college's anniversary,
2. To take lead on projects that celebrate the success of other colleagues,
3. To make contributions to such documents as college's wellness newsletter and college's policy documents, among others,
4. To create a visual graduation card for our graduates' virtual graduation, and
5. For administrative service in the department such as sharing perspectives on different issues.

For example, a female administrator faculty, with a Professor rank aged 50-59 years, mentioned some volunteering activities that her colleagues who were not serving in administrative positions had done and how that translated into the improvement of her wellbeing – typically referring to a reduced workload as facilitating the improvement of her wellbeing. In the words of this administrator faculty: The non-administrator faculty "made contributions to college's wellness

newsletter. Volunteered to look and revise a college policy document; thus, reducing my workload."

The wellbeing of the administrator faculty was not only facilitated by complete volunteering or participating in volunteering activities, but also willingness to participate or participate with enthusiasm in some activities. A female Associate Professor, aged 50-59 years, who was an administrator mentioned two specific examples of activities that her colleagues who were not in administrative positions had participated in of which she was happy with. She simply stated: "Come together to send videos, flowers, and cards to a colleague in hospital. Come together to mourn the death of one of our sessional instructors." For one's participation in such activities to facilitate the wellbeing of the administrator faculty, administrator faculty expected some degree of enthusiasm. For example, in responding to a question about what non-administrator faculty had done to facilitate the improvement of their colleagues in administrative positions, a male Professor aged 60 years or above provided his response in a short statement: "Participating enthusiastically and willingness to work for change." How the willingness to work or support was translated into facilitating the improvement of administrator faculty wellbeing had been explained by a female administrator faculty aged 60 years or above. She explained:

> Our former head is a great support for my admin work, although she is too busy herself and is not always available. But the thought she is willing to help even when she can't, gives me the feeling that I am supported.

Having examined the ways non-administrator faculty had volunteered to facilitate the wellbeing of their colleagues in administrative positions, in the next section we will see how the non-

administrator faculty also show appreciation and gratitude to contribute to the improvement of the wellbeing of the non-administrator faculty.

Appreciation and Gratitude

Non-administrator faculty members showed appreciation for what their colleagues in administrative positions had done as one of the ways they had facilitated the wellbeing of the administrator faculty. Showing appreciation was a way of expressing one's gratitude to a work or something else done by the administrator faculty considered to be positive, motivating or encouraging. A specific example of what was considered "appreciation" to faculty members in administrative position was given by a female administrator faculty with Associate Professor rank aged 40-49 years. Her expression was basically related to her expectations for non-administrator faculty showing gratitude in a way of recognizing the extra challenge imposed by the outbreak of the Covid-19 pandemic on her administrative role. She stated that non-administrator faculty could have facilitated her wellbeing by showing "recognition of the extra pandemic related challenge of my admin role." Ways of showing appreciation, gratitude, and recognition for work done or extra efforts of the administrator faculty had been mentioned by three (3) administrator faculty to include thanking them in various ways such as using "thank you" notes or "thank you" cards. For example, a female administrator faculty with Associate Professor rank aged 50-59 explained what she had done and how her colleague who were not in administrative position showed their gratitude to her. She stated: "Our unit makes an effort to gather virtually once a month to celebrate birthdays for the month. This time is always a boost to mental health. Occasionally a faculty member will thank me for something I have done." This "thank you" showed an appreciation or recognition for what she had done and that facilitated the improvement of her wellbeing. Another faculty of the same demographic information added to

the fact that showing appreciation facilitated the improvement of administrator faculty wellbeing by simply stating that: “A colleague sent me a thank-you for help I provided.”

Performance in Research and Teaching Duties

Performing excellent in teaching duties by non-administrator faculty had made their colleagues in administrative positions happy which eventually translated into higher wellbeing of the administrator faculty. Some of the participants in administrative positions mentioned that their wellbeing was facilitated just by seeing their colleagues, who were not in administrative positions, “contribute beyond expectations at other activities.” A male Associate Professor aged 40-49 years, who was serving in an administrative position, identified how his colleagues who were not serving in administrative positions had contributed beyond his expectations. He stated: “Many want to do the best they can to support the students and have been innovative in adapting to the pandemic.” By “many,” he was referring to his colleagues who were not in administrative positions. Two other administrator faculty mentioned that their colleagues demonstrated “exemplary research” and “exemplary teaching” which had facilitated the improvement of their wellbeing.

Meetings and Cordial relationships

The data show that non-administrator faculty colleagues had facilitated the wellbeing of their colleagues in administrative positions by showing up for meetings and participating in a collegial manner. It is understandable that faculty, both administrators and non-administrators get really busy at various points in time. It is obvious how frustrating it is to attend series of meetings while working to manage the other activities that have kept one busy. In situations like this, there was an evidence that indicated how non-administrator faculty had helped to facilitate the improvement of the wellbeing of their administrator faculty colleagues who had found

themselves in such a situation. For example, a female Associate Professor aged 60 years or above shared her experience about how her non-administrator faculty colleagues had facilitated the improvement of her wellbeing during her busy schedules coupled with a pending meeting. She stated:

> I was facing a deadline and a colleague stepped into a meeting for me. In my unit, colleagues generally inquire after and are mindful of one another's well-being. Generally, I like my colleagues and leaders, and we share cordial relations most of the time. That is why when something unkind happens, it stands out.

That is, stepping into meetings for the administrator faculty was one of the ways non-administrator faculty had facilitated the improvement of the wellbeing of their faculty colleagues in administrative positions. The evidence indicates that not only attending meetings or stepping into meetings for the administrator faculty but also contributing to discussions at meetings in a collegial manner had facilitated the improvement of their wellbeing. The statement above also indicated that non-administrator faculty had facilitated the improvement of their administrator faculty colleagues' wellbeing by having a cordial relationship with them and their own colleagues. In responding to a question on what their non-administrator faculty colleagues had done to facilitate the improvement of their wellbeing, a male Professor, aged 40-49 years serving in administrative position, made a statement that supported the cordial relationship and collegial way of doing things. He stated: "Showing up for meetings and contributing to it in a collegial manner. Doing what they are supposed to do in a timely manner. Listening to others." The evidence indicates that non-administrator faculty related cordially with their administrator faculty by doing "check in" and speaking kindly of the administrator faculty in front of others. One administrator faculty expressed: "Check in. Speak kindly of me in front of others. Say, "I've

got your back." This analysis has been focused on what the administrator faculty had said about their colleagues who were not serving in administrative positions. In the next section, I examine what the faculty members who serve in administration positions had also done to diminish the wellbeing of their faculty colleagues who did not serve in those positions.

Non-Administrator Faculty Voices: Ways Administrator Faculty Diminish the Wellbeing of Non-Administrator Faculty

As shown in Table 4.13, a large number of non-administrator faculty mentioned the various ways or examples in which their college or school colleagues in administrative positions had diminished their wellbeing (89 representing 44.8% of the non-administrator faculty, as shown in Appendix S. Out of the 104 (51.2%) non-administrator faculty who felt their colleagues who were serving in administrative positions had diminished their wellbeing, the 89 (85.6%) of them responded to this issue by providing at least one (1) example of ways in which their administrator faculty colleagues had diminished their wellbeing while 15 (15.6%) of them did not provide any examples where a school or college faculty colleague had diminished their wellbeing or happiness. The remaining 98 (48.8%) who constituted the minority felt their colleagues who were in administrative position had not done anything to diminish their wellbeing.

Table 4.13: Ways Administrator Faculty Diminish the Wellbeing of Non-Administrator Faculty

Theme	Number of References
Assignment of duties, work load and expectations	22
Lack of appreciation, acknowledgement or value for work	22
Communication and response to requests or concerns	19
Sexism, racism, preferences, and discrimination	7
Lack of consultation and unhealthy criticisms	7
Budgeting and lack of transparency	6
Unsupportive in accomplishments	6
Others (taking credits and merit, telling lies, and use of negative words on faculty)	4 or less references each

The many ways or examples where administrator faculty had diminished the wellbeing of the non-administrator faculty have been grouped under seven (7) major themes including: Assignment of duties, work load and expectations; lack of appreciation, acknowledgement or value afforded for work done; communication and response to requests or concerns; budgeting and lack of transparency; lack of consultation and unhealthy criticisms; sexism, racism, preferences and discrimination; unhealthy criticisms; unsupportive of accomplishments; credits and merit; and others such lies… These themes have also been grouped into two broad categories depending on the intensity, coverage or the proportion of persons affected by those issues. The two broad categories are issues that had diminished the wellbeing of many non-administrator faculty and issues that had diminished the wellbeing of a few non-administrator faculty. The issues that had diminished the wellbeing of many non-administrator faculty included: Assignment of duties, workload, and expectations (with 22 reference statements from

respondents); lack of appreciation, acknowledgement or value afforded for work (with 22 reference statements from respondents); and communication and lack of response to requests or concerns (with 19 reference statements from respondents). On the other hand issues that had diminished the wellbeing of a few non-administrator faculty were listed to include: Sexism, racism, preferences and discrimination (with 7 reference statements from respondents); budgeting and lack of transparency (with 6 reference statements from respondents); unsupportive (with 6 reference statements from respondents); lack of consultation and unhealthy criticisms (with 7 reference statements from respondents); and others such taking credit and merit, telling lies, and use of negative words with faculty, and not being listened to (with 4 or less reference statements each from respondents.

Issues that Diminish the Wellbeing of Many Non-Administrator Faculty

The sections that follows will examine the issues that had diminished the wellbeing of a number of non-administrator faculty.

Assignment of Duties, Workload, and Expectations

One of the issues regarding what the administrator faculty had done to diminish the wellbeing of many non-administrator faculty was centered around perceptions of increased faculty workload and the associated feeling of unrealistic expectations for faculty who had been assigned these workloads. The respondents mentioned some of examples of those increased workloads, including high teaching loads connected to the increased number of courses taught and increased class sizes.

Other factors identified by the respondents contributed to their sense of increased workload included: Administrator faculty shirking responsibility which gave more work to faculty; loading faculty with work without providing them with adequate resources to fulfill

those work tasks; lack of clear reasoning for assigned duties that seemed to be directed by emotions rather than by careful thought or assignment of workloads that did not complement faculty expertise – that is, perceived "illogical reasoning of assigned duties," as one respondent put it. For example, a female Associate Professor aged 50-59 years who was not serving in any administrative positions explained how increases in teaching workloads by her administrator faculty had diminished her wellbeing. She stated: "Increases in teaching loads is bothersome; it affects my ability to attend to other work such as research and publishing commitments." Of course, faculty have research and publishing obligations but senses an inability to do this work due to high teaching loads assigned by their colleagues in the administrative positions; this some felt had contributed to the diminishing of their wellbeing. Some faculty mentioned that they had experienced an issue of unfair assignment of duties or workload, specifically late workload inequity and this had diminished their wellbeing.

Finally, some faculty had also experienced a diminished wellbeing because of unrealistic expectations or uncertainty about work expectation (i.e., they were uncertain about what their colleagues in administrative positions expected from them). For example, a female Associate Professor aged 50-59 years who was not in any administrative positions situated the issues of unrealistic expectation to the Covid period and stated that "Department head/college/university have standards that don't align with the work that I am assigned to. Department head has unrealistic expectations of normal work hours especially during covid." Another faculty also stated: "Colleague insinuated they were too busy to do their assigned duty and assumed I would help out without bothering to check whether I was also busy." All these are issues relating to assignment of duties, workload and expectations that were perceived as being connected to diminished wellbeing of non-administrator faculty members.

Lack of Appreciation, Acknowledgement, or Value for Work

The non-administrator faculty have had issues concerning lack of value for work or acknowledgement behaviours by their faculty colleagues in administrative positions. Most of these faculty who have had a diminished wellbeing in the past month mentioned that they had diminished wellbeing because their colleagues in administrative positions either had little or no recognition for work done or accomplishments. The respondents mentioned a number of examples for such lack of value for their work or their accomplishments. Few among these examples included: Not valuing faculty contribution to their department; belittling community-based research and/or research outputs; showing general disregard for competence; undermining professional accomplishments; praising others who had fewer achievements; and being ungrateful for extra efforts. The participants mentioned "no extra thank you for taking on a special task," as an example of ways in which their faculty colleagues in administrative positions showed no recognition for work done or their ungratefulness for extra efforts. Evidence from a statement made by another female Associate Professor aged 50-59 years who was not serving in an administrative position showed that the attitude of lack of value for work done was not only exhibited by administrator faculty in actions but also in plain words. She stated that her colleagues in administrative positions had downgraded her value. She stated: "Told me I was worthless. Told me that my work was subpar despite the improvements."

Other downgrading of value attitudes of the administrator faculty clustered around their lack of acknowledgement for their colleagues who were not in administrative positions. The lack of acknowledgement for non-administrator faculty colleagues had made some faculty feel excluded or not part of their department. The intensity of the feeling of not being part of one's department (caused by lack of acknowledgement) has made a Professor aged 60 years or above

who was not in administrative position to simply state: “It would be good to know if they knew I existed.” The evidence from his statement indicates that he perceived that he was not acknowledged nor recognized, let alone part of them. A female Assistant Professor added to the voices about how lack of acknowledgement for some non-administrator faculty had prompted her to feel that she did not exist. She noted:

> They always provide accolades for other administrators and staff but never acknowledge the larger workload that faculty have been assigned due to COVID. There has been no support for those of us who still can't restart research (or any acknowledgement that we exist). In many ways, they are trying to have us continue our jobs like nothing is different without any acknowledgment that many of us are at our limits.

That is, she felt the administrator faculty always acknowledged the other administrators without ever acknowledging faculty high workloads they had assign them due to the Covid-19 pandemic. Other faculty also added to the voices on the lack of acknowledgement by providing specific examples such as administrator faculty not acknowledging long standing problems in certain working environments. For example, a male Associate Professor aged 40-49 years who served in no administrative position noted: “There is a lack of perspective about institutional priorities which is frustrating. Our senior management is unwilling/unable to recognize or acknowledge longstanding problems with workplace toxicity. This is very distressing.” Another female faculty with Assistant Professor ranks aged 40-49 years added that: “In a faculty meeting, noted that everyone was doing well after I had told them I was not doing well (made me feel like I did not matter).” She felt her words were not taken into consideration nor acknowledged. Finally, some

also felt their colleagues in administrative positions, particularly their department head, had not acknowledged them at a meeting of peers.

Communication and Response to Requests or Concerns

The respondents mentioned a couple of issues about how their colleague administrator faculty's communication and response to requests or concerns had diminished their wellbeing over the past month. Many of those respondents made mention that their colleagues were fond of inadequately addressing concerns or dismissing their concerns and not responding to their requests or listening to them. The faculty had pointed out several instances where their colleagues in administrative positions had failed to respond to or failed to adequately address those issues which had diminished their wellbeing in the past month. A few among these instances mentioned by the respondents included the following:

1. Not responding to faculty concern regarding workload;
2. Not acknowledging nor responding to faculty concerns regarding the impact on student learning environment;
3. Ignoring faculty when they said they were burnt out and completely overwhelmed; and
4. Not responding to key issue in an email or "skirting the real point on a socially controversial, difficult or divergent view point" and thus, a department head (in particular) trivialized faculty work concerns and failed to follow through on major issues.

A female Assistant Professor shared her personal situation where a dean had ignored or inadequately addressed her concern about burnout. She wrote:

> Speaking with the dean about my lack of happiness and possible burnout, especially with regard to getting a proper leave with a response of we all don't take our leaves enough. You'll be fine.

The non-administrator faculty have had a diminished wellbeing in past month resulting from not only their colleagues failing to respond to (or inadequately addressing) their concerns, but also poor communication (including email communication). This poor communication has been reported by participants to include issues in communication such as unclear communication, slow response to emails, or "shut down communication." Some respondents specifically mentioned that over the past month, their colleagues had sent them nagging emails, some with "paternalistic tonality" in their email communications. A respondent mentioned that dean's office staff responded to questions "rudely" and in a way that made the questioner feel "stupid" to ask such questions. Adding his voice to the poor communication issue, a male Professor aged 60 years or above mentioned that "the dean keeps sending messages without any meaningful content, all text and no substance. Not acknowledging or responding to faculty concerns regarding the impact on student learning environment." The poor communication has made it appear to some faculty as if decisions were made unilaterally. All these were communication issues over the past month had diminished the wellbeing of faculty who were not in administrative positions faculty.

Issues that Had Diminished the Wellbeing of Non-Administrator Faculty

The sections that follow examine the issues of that had diminished the wellbeing of some of the non-administrator faculty.

Sexism, Racism, Preferences, and Discrimination Against Faculty

The study data show that there have been discrimination issues that had diminished the wellbeing of some faculty members who were not in administrative positions. Most of the discrimination issues mentioned by the participants were discrimination based on sex or gender, especially discrimination against female faculty. Certain conditions or unhealthy gender-related attitudes of administrator faculty fostered stereotypes of social roles based on sex, favouring male faculty. Sexist conduct of some faculty in administrative positions had made some of their colleagues, especially female faculty who were not in administrative positions feel their colleagues in administrative positions were “gaslighting around” their being and that they were being treated differently in the college due to their gender. For example, a female Assistant Professor aged 40-49 years who was not in administrative position shared her personal experience of an instance for a dean's conduct at a meeting where a sexist remark was used which diminished her wellbeing. The Assistant Professor wrote:

> The [dean] added more work and doesn't empathize - is sexist and ableist. Grad Chair increased pay for students, but we don't know where we're going to get the extra money. A male faculty member used sexist term in meeting and I corrected him, then got told by [dean] to 'tone it down'.

Other issues relating to discrimination were preferential treatment, not based on gender, but given for some faculty. While one male faculty aged 30-39 years mentioned he was a target of racist administrator faculty, some few faculty members mentioned that privilege seemed to them to be arbitrarily granted to some but not to others. With this, a female Assistant Professor aged 40-49 years added her voice to the issue of preferential treatment by the administrator faculty. Pointing a specific example, she stated:

> Superficial listening to resources needed (space/equipment) to support my establishment as a successful faculty member, with no concrete support. Referring to average performance metrics for other Department faculty that: 1) I am far from meeting and 2) don't match the current metrics of other department faculty. Preference of catering to the needs of faculty that have trained (PhD/ PDF) at USask vs elsewhere.

Some administrator faculty had given preferential treatment to the faculty who had their training from the University of Saskatchewan.

Budgeting and Lack of Transparency

A few of faculty who were not in administrative positions had mentioned that their colleagues in administrative positions were not transparent in many aspects of their department. Many of these respondents were not specific about which aspects of their department lacked transparency. However, those non-administrator faculty who were specific on this perceived lack of transparency issue pointed to issues such as collegial matters, budgetary decisions and other budget related issues. Some faculty had worried about how the lack of transparency in budget issues would impact the future of their department. For example, responding to a question on what faculty colleagues in administrative positions had done to diminish their wellbeing, a female Associate Professor aged 50-59 years mentioned that "lack of transparency in budget issues cause me to worry about the future of my department." The professor was unclear about exactly what she was worrying about and what the nature of potential threat was to the department.

Lack of Consultation and Unhealthy Criticism

Quite a few faculty members mentioned that their wellbeing was diminished over the past month due to lack of consultation and/or unhealthy criticisms from their colleagues in administrative positions. The respondents had pointed to some instances where they expected their colleagues in administrative positions to consult them, but that their failure to do so had diminished their wellbeing. First, faculty in administrative positions had increased faculty workload with no consultation of faculty. Secondly, they did not include full professors in choice of hiring position. Thirdly, some administrator faculty had made staff changes without discussing these changes with their colleagues which had effects on their wellbeing. Also, some had changed teaching assignments of their colleagues without informing them. Finally, there had been cases where the administrator faculty was perceived to have made major decisions without appropriate input from their faculty colleagues (not in administrative positions). For example, evidence from the data indicated that some administrator faculty had not consulted with their departmental members on department business. Despite failing to consult their faculty colleagues who were not in administrative positions, administrator faculty made unhealthy criticisms about their non-administrator faculty colleagues. Three instances of such unhealthy criticisms by faculty in administrative positions were identified by the participants: (1) Criticized faculty teaching evaluations when administrator faculty had little to no basis as an objective measurement of faculty teaching ability, (2) Focused on negative aspects of annual reviews without mentioning positives, and (3) Criticized faculty for things beyond their control and placed blame for things outside their control.

Unsupportive in Accomplishments

In addition to the issues that have been mentioned in the above sections, a few faculty members who were not in administrative positions held the view that their colleagues in

administrative positions had been unsupportive of them in many ways that had diminished their wellbeing over the past month. One of the faculty members specifically referred to the department head as "unsupportive," without providing an example of any situation where the department head had been unsupportive. Other faculty members pointed to several examples or instances where the administrator faculty had not been supportive. These examples included: Not supporting collegial processes; providing little or poor guidance for faculty wishing to achieve tenure; and being unsupportive when faculty approached them with a problem.

Other Diminishing Issues

The other issues that have diminished the wellbeing of the faculty members who are not in administrative positions included: Administrator faculty taking credit for themselves or not giving non-administrator faculty the merits that they deserve; telling lies; and using negative words about faculty. Some administrator faculty had told their colleagues they did not really need merit. Others have also received credit for work done by their colleagues who are not in administrative positions. For example, a female Associate Professor aged 40-49 years mentioned that her colleague administrator faculty "took credit for a [particular] initiative that I started and continue to support." Another faculty also talked about the administrator faculty stating that they: "Moved my fall teaching to winter when I came back from sabbatical. Did not adequately reward my first place ranking for merit. I got the same amount that the others in the top six did."

Some faculty members had also noted that their colleagues who were in administrative positions had lied about their colleagues, which had stressed them. Other also held the view that their administrator faculty colleagues were not being honest to them and that this had diminished their wellbeing in the past month. For example, a female Assistant Professor aged 40-49 years stated:

> Saying one thing and doing another. Saying things that they think we want to hear to avoid criticism when those things are either outright lies or very unlikely to be true. We would prefer bad news or unfavourable decisions to be shared plainly and honestly rather than hidden or clouded with dissembling.

There were also a few instances where administrator faculty had used negative words about or wish faculty and/or spoke poorly about faculty members who were not in administrative positions. For example, a female Assistant Professor, aged 30-39 years, shared her experience about this matter. She stated: "Being told I am probably not the right person for the job, regarding my assignment of duties, but then still being expected to teach the course." The foregoing analysis seems to show that administrator faculty only diminished the wellbeing of their colleagues who were not in administrative positions, but that would not be the case. In the sections that follows, I examine the ways administrator faculty had facilitated the wellbeing of their colleagues who were not in administrative positions.

Non-Administrator Faculty Voices: Ways Administrator Faculty Facilitate the Wellbeing of Non-Administrator Faculty

The majority of the non-administrator faculty representing 51.2% felt their colleagues in the administrative group had diminished their wellbeing. However, a relatively few of this group of faculty members representing 34.7% of the non-administrator faculty felt (agreed or strongly agreed) that their colleagues (in administrative positions) had facilitated the improvement of their wellbeing. Of the 70 (34.7%) non-administrator faculty who felt their colleagues had facilitated their wellbeing, 58 (82.9%) of them provided at least one example that indicated what their

colleagues (in administrative positions) had done to facilitate the improvement of their wellbeing. The remaining 12 (17.1%) failed to provide any examples to support their claim.

Table 4.14: Ways Administrator Faculty Facilitate the Wellbeing of Non-Administrator Faculty

Theme	Number of References
Supportive and addressing concerns	24
Inclusiveness or consultation with faculty	20
Promoting wellness	12
Recognition or value for work done or accomplishments	10
Positive communication and feedback	8

As shown in Table 4.14, the examples provided by these 58 respondents are grouped into five (5) themes including supportive and addressing concerns, inclusiveness or consultation with faculty, promoting wellness, recognition or value for work done or accomplishments, and positive communication and feedback. Among these major ways of wellbeing facilitating, supportive and addressing concerns, and inclusiveness or consultation with faculty were most frequently mentioned by the respondents, with 24 and 20 reference examples from respondents respectively. The least mentioned way of wellbeing facilitation was positive communication and feedback which had eight reference examples from respondents. In these sections that follow, I examined these ways that administrator faculty were perceived to facilitate the wellbeing of their non-administrator faculty colleagues.

Supportive and Addressing Concerns

Faculty members who were in administrative positions provided support and addressed concerns of their colleagues who were not in administrative positions had in the past month

facilitated the improvement of the wellbeing of those faculty who did not serve in administrative positions. Faculty members in administrative positions were viewed by many of their non-administrator colleagues as being supportive. By being supportive the respondents shared various examples, many of which were related to issues of understanding concerns, addressing concerns, making problem a priority, proposing new ideas or supporting initiatives. These issues together claimed approximately 24 reference examples from the respondents, with the views that their faculty colleagues who were in administrative positions had been very supportive in the past month. Among many others, administrator faculty members had been mostly supportive in research and teaching. Specific examples of such research and teaching supports included proposing new research or teaching ideas with their colleagues, facilitating teaching workshops, providing shared teaching, creating new or update policies and procedures that supported the work of faculty and their students, and allocating resources to support research and mentoring, among others. Two respondents also added that their colleagues who were in administrative positions had reduced their academic duties in the form of either reduction in their teaching load or provision of support for their taking on new clinical duties. In addition to the support for academic duties of faculty, the administrator faculty members had also supported their colleagues who were not in administrative positions by supporting part time appointment, encouraging time off, proposing career development paths (such as tenure application, specials), and provision of support for another administrative assistant position to help faculty in their duties.

> My department head recognized a colleague's research accomplishments. This makes me happy. My department head assisted very quickly with an

administrative request. The Vice-dean of Faculty Relations also responded very quickly and supportively to my request.

These are the ways faculty members who were in administrative positions had provided support and addressed concerns of their non-administrator faculty colleagues to facilitate the improvement of the wellbeing of the administrator faculty.

Inclusiveness or Consultation with Faculty

Some non-administrator faculty participants held the view that their colleagues serving in administrative positions consulted with them or included them in discussion of issues of their unit including those that affect them personally. This consultation made them feel included in deliberation around issues in their unit. To some extent, this inclusiveness had facilitated the improvement of their wellbeing. The data indicate that some administrator faculty members included their colleagues in discussions through regular faculty forums. They had held open discussions on teaching or teaching loads options, involved them in trying to figure out what teaching and learning would be (in person or remote) for the fall, and provided their non-administrator faculty colleagues with the choice as to whether or not they wanted to teach online or in-person. As part of their efforts to have regular faculty forums, there was evidence where a dean had hold a town hall to address concerns for next fall teaching; while some department heads had scheduled an annual meeting to have open discussion on teaching in the next academic year. In those meetings, the data indicate that department heads sought clarity on reopening.

The administrator faculty members had collaborated in positive ways with their colleagues. They have had collaborative research with them, involved them in the development of new programs, and maintained weekly virtual coffee sessions for interaction with their non-administrative faculty colleagues or as way of wanting to hear from them and not pushing off.

Many respondents had also stated that their faculty colleagues who had served in administrative positions had facilitated the improvement of their wellbeing by consulting with or seeking advice from them. Some administrator faculty had sought advice from their non-administrator faculty colleagues based on their areas of specialization. The data have shown that there had been an instance where administrator faculty members did not only seek the opinions or perspectives of their non-administrator faculty on Dept and College matters but also listened and considered their opinions valuable. Listening and considering the opinions of non-administrator faculty valuable or taking suggestions they had made into action made them happy and contributed to the improvement of their wellbeing. Other ways administrator faculty had made their colleagues feel inclusive were discussing committee membership options, offering opportunity for non-administrator faculty members to chair a committee, and facilitating complicated discussions diplomatically. All these efforts of inclusiveness facilitated the improvement of the wellbeing of faculty members who did not serve in administrative positions. In the next section, we see that administrator faculty members made some efforts to promote the wellness of their colleagues who were not serving in administrative positions.

Promoting Wellness

The data show that faculty members who served in administrative positions had taken on many wellness promoting activities to facilitate the improvement of the wellbeing of their faculty colleagues who did not serve in any of those positions. Twelve (12) reference examples were traced to faculty members who noted that their colleagues had facilitated the improvement of their wellbeing over the past month. These respondents held the view that their faculty colleagues who were in administrative positions had facilitated the improvement of their wellbeing by providing them with access to wellness resources. They had also embarked on

regular wellness check-ins in a variety of ways, such as created weekly check-in and monthly college health check-ins. Some administrator faculty members had provided wellness sessions such as wellness group meetings (e.g., wellness sessions at lunch time, and physical distance walks and/or socialization). That is, some administrator faculty members had also promoted some "physically distanced socialization" and organized and attended "physically distanced" walks. Others had also provided wellness sessions in the form of weekly WebEx college check. In addition to the wellness group meetings, some administrator faculty members had phoned their non-administrator faculty colleagues to inquire about their wellbeing.

In addition to these wellness promoting efforts, the administrator faculty members had also put in other wellness promoting measures to facilitate the improvement of the wellbeing of their faculty colleagues who did not serve in administrative positions. Among these wellness promoting measures are:

1. Created wellness committee and newsletter,
2. Supported personal wellness initiatives and workplace wellness education in areas such as EDI,
3. A dean advocated for mentorship and mental health support,
4. Created position of director of wellness, and
5. Supported departmental wellness survey and helped deal with interventions needed following the release of the survey data.

Given all these efforts put in place by the administrator faculty, it is not surprising to find that the faculty in positions such as Dean, Deputy Dean, Associate Dean, Assistant Dean, Executive Director, Graduate Chair, or Department Head felt significantly obligated to contribute to the improvement of the wellbeing of faculty who were not in such positions (see differences in

factors affecting wellbeing measures between administrator faculty and non-administrator faculty in the previous sections).

Recognition or Value for Work Done or Accomplishments

The data indicate that faculty members in administrative positions had, in the past month, facilitated the improvement of their colleagues who were not in administrative positions by recognizing the value of work done or research accomplishments of their faculty colleagues. Some administrator faculty had shown recognition for the value of work done or research accomplishments of their faculty colleagues in the form of: sent emails or using handwritten card to congratulate faculty on job well done; sending 'thank you' emails to recognize incredible workloads of faculty in the past year; commenting on what faculty have done well (such as from teaching reviews). There an evidence indicating that administrator faculty members commented on what faculty had done well by providing warm welcome at meeting and expressing respect for faculty contribution to the college, as a way of complimenting performance of faculty. The data show that some faculty were happy when they were commended on what they or their colleagues had done well, which eventually improved their wellbeing. For example, a female Associate Professor aged 60 years or above mentioned that she was happy because her colleague in administrative position had shown value for the work done by her colleague. In the words of the Associate Professor, “My department head recognized a colleague's research accomplishments. This makes me happy.” Another female Associate Professor aged 50-59 years who did not serve in administrative position also added to the voices on the recognition for the value of faculty work. She commended her department head and specifically explained how her graduate chair had facilitated the improvement of her wellbeing through recognition. She explained:

> My department head has been extremely supportive of my research now that the teaching term is over, and I am moving towards conference papers and an upcoming sabbatical. As with so many of their gestures, they are putting my well-being front and centre. After a difficult oral defense for one of my PhDs, my graduate chair arranged a phone meeting to express their sense that the external examiner had not worked effectively to draw out the strengths of the candidate's work. It was a successful defense and thesis, but having the graduate chair recognize the value of the research--and not just the drawbacks--made me feel part of a supportive community. That recognition and outreach is crucial, especially during such a demanding year.

In the next section, we will see other issues that had facilitated the improvement of the non-administrator faculty.

Positive Communication and Feedback

The non-administrator faculty participants held the view that positive communication and feedbacks from their colleagues who served in administrative positions had facilitated the improvement of their wellbeing in their past month. These participants used various words including clear, honest, open, and direct communication, among others to describe "positive communication." For example, some participants applauded their department heads for direct communication such as sending clear messages. Some non-administrator faculty had also noted that their colleagues (in administrative positions) provided timely response to emails. Some participants mentioned positions of executive director and vice dean, as having facilitated the improvement of their wellbeing by providing prompt feedback or quick response to requests.

One other way administrator faculty communicated positively was to facilitate the improvement of the wellbeing of their colleagues that they kept a positive tone to all communications.

It is obvious from the foregoing analysis that both groups diminished each other's wellbeing to some extend; but they also facilitated the improvement of each other's wellbeing. The data indicate some common as well as differing ways that each faculty group were perceived to diminish or facilitate the improvement of the wellbeing of their colleagues in the alternate group. In addition to the discussion on the results analyzed in this chapter, the next chapter also identifies these commonalities and differences in wellbeing diminishing and facilitating between the two groups of faculty members.

Summary of Chapter Four

In this chapter I have sought to analyze the results of the data from survey. The study was conducted using respondents who were mainly Full Professors, Associate Professors and Assistant Professors (of which the greatest proportion were Full Professors) who belonged to either one of the administrator faculty or non-administrator faculty group (1:4 ratio). This ratio was sample selected from thirteen named Schools and Colleges in the University of Saskatchewan with approximately 1:1 ratio of males to female.

In general, faculty had improved whole life wellbeing compared with their professional life wellbeing. While a huge proportion of faculty (85.8%) were satisfied with their whole life wellbeing, a relatively lower 60.02% of the faculty members were satisfied with their professional life wellbeing. Both groups marginally have a sense of psychological wellbeing; there was no statistical difference between them. The status of being in administrative group did not significantly matter for any aspects of faculty wellbeing, except negative mood states; and thus, being in the administrator faculty group was associated with a reduced negative states

condition compared with being in the non-administrator faculty group. The significant differences in negative mood states was between at least two of the age groups. Faculty members wellbeing were affected by four factors including the extent of wellbeing reliance, the extent of wellbeing obligation, the extent of wellbeing facilitation, and the extent of wellbeing diminishing.

Both groups, not to a great extent, but somewhat relied on each other for their wellbeing. The extent that one group of faculty members relied on the faculty in other group for their own wellbeing affected all but positive mood states for faculty who indicated that they relied on other faculty for many aspects of their wellbeing. Both administrator faculty and non-administrator faculty agreed that they felt obligated to contribute to the improvement of the wellbeing of their faculty colleagues. However, the administrator faculty felt significantly obligated to contribute to the improvement of the wellbeing of their non-administrator faculty colleagues while the non-administrator faculty felt less obligated to do the same. The extent of wellbeing obligation affected only faculty subjective happiness but did not affect the other aspects of faculty wellbeing. Both groups had diminished the wellbeing of each other to an equivalent extent. On average, the administrator faculty felt their colleagues had diminished their wellbeing to a little extent; while the non-administrator faculty felt their colleagues had somewhat diminished their wellbeing. Regarding wellbeing facilitation, faculty members who were not in administrative positions facilitated the improvement of the wellbeing of their colleagues in significant ways more than those administrator faculty facilitated their wellbeing. On average, the administrator faculty agreed that their colleagues (not in administrative positions) had facilitated the improvement of their wellbeing while the non-administrator faculty members were neutral on the extent to which they agreed or disagreed their colleagues had facilitated their wellbeing. The

greater extent of wellbeing facilitation by non-administrator faculty had significantly lowered the negative mood states of the administrator faculty compared with that of the non-administrator faculty. The extent of wellbeing facilitation affected all aspects of faculty wellbeing. The extent of wellbeing facilitation and wellbeing diminishing were influenced by the ways of wellbeing diminishing and ways wellbeing were facilitated.

Among other things, the most profound ways both groups that had diminished the wellbeing of each other center around three including perceptions of high workload accompanied with higher expectation viz-a-viz low performance, lack of appreciation and devalued work, and poor, unclear or lacking communication and inadequate response to issues or concerns; while support for work and accomplishments had facilitated wellbeing for both groups. For the participants who provided examples where their colleagues had diminished their wellbeing, a greater proportion of administrator faculty than their non-administrator faculty colleagues had had a diminished their wellbeing resulting from issues related to assignment of duties, workload, and performance and expectation. While an equivalently high proportion of both groups supported their colleagues or received support from them, and an equivalently high proportion of both groups also undermined members of other group or had experienced an issue of being undermined or afforded a lack of recognition, respect or devaluing of work.

These results are discussed in chapter five. I have identified the key findings from this chapter and discussed their implications in chapter five. The chapter also provides short responses that provides answers to the research questions.

CHAPTER FIVE

DISCUSSION, CONCLUSION, AND IMPLICATIONS

This chapter seeks to discuss the results of the data presented and analyzed in the previous chapter. In this chapter, I discuss how the findings address the research questions of this study, relate findings to the literature and draw out their implications. I also draw a conclusion based on its implications for research, policy, and practice.

The chapter begins with short responses to the research questions and proceeds with a discussion on the nature of the statistical differences in wellbeing between faculty members serving in administrative positions and their faculty colleagues who did not serve in any administrative positions, and where the variability is found. This follows with a discussion on the second research question which sought to examine the extent and impact of wellbeing reliance on faculty wellbeing. The chapter then proceeds with a discussion on the extent and impact of wellbeing obligation on faculty wellbeing. What follows then is a discussion on the extent and impact of wellbeing facilitation and wellbeing diminishing on faculty wellbeing. Having discussed the extent and impact of wellbeing facilitation and wellbeing diminishing on faculty wellbeing, the chapter proceeds to discuss ways of wellbeing diminishing and wellbeing facilitation between administrator faculty and non-administrator faculty. This follows with concluding thoughts and implications for research, policy, and practice. The chapter ends with a conclusion on the study.

Responses to Research Questions

The study sought to provide answers to the following research questions. In this section, I have provided a short response to each of the research questions. A detailed discussion of these findings is provided in responses to the research questions in the subsequent sections.

1. ***What is the nature of the statistical differences in wellbeing between administrator faculty members and their faculty colleagues who do not serve in administrative positions; if any, where is the variability found?***

In general, faculty appear to have improved whole life wellbeing (M=5.6, SD=1.2) compared with their professional life wellbeing (M=4.7, SD=1.5); albeit a small proportion (7.9%) and a relatively greater proportion (25.6%) of the faculty members had felt dissatisfied (terrible, unhappy, or somewhat unhappy) about their whole life wellbeing professional life wellbeing, respectively. Faculty tend to have work-related problems that marginalised their psychological wellbeing. The status of being in the administrative group did not significantly matter for all but negative mood states aspect of faculty wellbeing; and thus, being in the administrator faculty group is associated with a reduced negative states condition compared with being in the non-administrator faculty group. It appeared that non-administrator faculty members had higher negative mood states, yet they also had higher positive mood states compared with administrator faculty. The non-administrator faculty respondents experience of positive mood states condition was not statistically higher than that of the administrator faculty members, but the non-administrator faculty had experienced significantly more negative mood states than the administrator faculty. However, although positive mood states condition was statistically higher for both groups than their negative mood states, there was a significant difference in negative mood states, but no significant difference in positive mood states between the two faculty groups.

On average, both groups had a marginal sense of psychological wellbeing (measured by affect balance score – a sense of psychological wellbeing viz-à-viz a sense of ill-being) which was not significantly different between them. The evidence from the data *strongly* supported the

statistically significant difference between at least two of the age groups, F(249) =6.7, p=.001, and *marginally* supported the statistically significant difference between at least two of the various groups of the years of work experience, F(248) =2.8, p=.065. The differences in negative mood states lied between faculty aged 40-49 years and those older than them (i.e., 50-59 years and above 60 years age groups) only, where the faculty in the 40-49 years age group significantly appeared to have had higher negative mood states compared with the other groups.

2. ***To what extent do administrator faculty members and their faculty colleagues who do not serve in administrative positions rely on each other for their wellbeing and what are the perceived impacts of the extent of wellbeing reliance on their own wellbeing?***

There was no statistical difference in the extent of wellbeing reliance between the two groups. Both groups, not to a great extent, but somewhat relied on each other for their wellbeing. The extent to which one group of faculty members relied on the faculty in the other group for their wellbeing had affected all but positive mood states of faculty who relied on other faculty for many aspects of their wellbeing.

An increase in the extent of wellbeing reliance and dependencies on other group had pushed the group that relied on the other group for their wellbeing to a lower level of all aspects of wellbeing but positive mood states condition and to a higher level of negative mood states condition. This implies that a group of faculty members who reduces the extent they rely on the faculty members in the other groups for their wellbeing are expected to have a higher level of all aspects of wellbeing but positive mood states condition and a lower level of negative mood states condition – an indication of improved wellbeing.

3. ***To what extent do administrator faculty members and their faculty colleagues who do not serve in administrative positions believe they are obliged to contribute to the improvement of the wellbeing of each other and what are their self-perceived impacts on the wellbeing of their faculty colleagues?***

Both administrator faculty and non-administrator faculty did not strongly agree, but they did agree that they felt obligated to contribute to the improvement of the wellbeing of their faculty colleagues. However, the administrator faculty felt significantly obligated to contribute to the improvement of the wellbeing of their non-administrator faculty colleagues than the extent the non-administrator faculty felt obligated to do the same.

The extent of wellbeing obligation affected only faculty subjective happiness but did not affect the other aspects of faculty wellbeing. The extent one group of faculty members (e.g., administrator faculty members) felt obligated or are made to be obliged to contribute to the improvement of the wellbeing of their college or school faculty colleagues in the other faculty group (non-administrator faculty), the higher the expected increase in the subjective happiness of those College or School faculty colleagues in the other faculty group.

4. ***In what ways, and to what extent, are attitudes and behaviours of administrator faculty members and their faculty colleagues who do not serve in administrative positions perceived to diminish and/or contribute to the wellbeing of each other?***

There was no significant difference in the extent to which the administrator faculty and non-administrator faculty had diminished the wellbeing of each other, but there was a statistical difference in the extent to which the two groups facilitate the improvement of each other's wellbeing. Both groups had diminished the wellbeing of each other to an equivalent extent, albeit on average, the administrator faculty felt their colleagues had diminished their wellbeing to a

little extent while the non-administrator faculty felt their colleagues had somewhat diminished their wellbeing. Regarding the extent of facilitation, on average, the administrator faculty agreed their colleagues who were not serving in administrative positions had facilitated the improvement of their wellbeing while the non-administrator faculty members were neutral on the extent they agree their colleagues serving in administrative positions had facilitated their wellbeing – a statistical difference in the extent of wellbeing facilitation between the two groups. That is, faculty members who were not in administrative positions significantly facilitated the improvement of the wellbeing of their colleagues who were in administrative positions more than those administrator faculty facilitated their wellbeing. The relatively greater extent of wellbeing facilitation by non-administrator faculty had significantly lowered the negative mood states of the administrator faculty compared with that of the non-administrator faculty. The extent of wellbeing facilitation affected all aspects of faculty wellbeing. The extent of wellbeing facilitation and wellbeing diminishing are influenced by the ways of facilitating wellbeing and diminishing wellbeing.

Among other things, the most profound ways that both groups had diminished the wellbeing of each other center around three including high workload accompanied with higher expectation viz-a-viz low performance; lack of appreciation and value of work done; and poor, unclear and lack of communication and response to issues or concerns, while support for work and accomplishments had facilitated a great proportion of both groups. For the participants who provided examples where their colleagues had diminished their wellbeing, a greater proportion of administrator faculty than their non-administrator faculty colleagues have had a diminished wellbeing resulting from the assignment of duties, workload, and performance and expectation. While an equivalently high proportion of both groups supports their colleagues or receives

support from them, an equivalently high proportion of both groups also undermine or experience an issue of being undermined or lack of recognition, respect or value of work done.

Differences in Wellbeing and Where the Variability is Found

Despite the numerous ways administrator faculty members and non-administrator faculty members had diminished the wellbeing of each other as described in the subsequent sections of this chapter, faculty members appear to be making good use of available wellbeing measures. While they make good use of available wellbeing measures, faculty also manage the challenges imposed on their wellbeing by the existing ways of wellbeing diminishing by their colleagues. In general, faculty had improved whole life wellbeing compared with their professional life wellbeing. While a huge proportion of faculty (85.8%) was satisfied (delighted, pleased, or happy) with their whole life, a relatively low 60.02% of the faculty members were satisfied with their professional life wellbeing. This level of satisfaction reflects the extent they rely on their colleagues for their wellbeing, the extent they feel obligated to contribute to the improvement of the wellbeing of each other, and the extent and ways in which their colleagues facilitate and/or diminish their wellbeing: "As one aspect of our lives presents a challenge, another aspect provides support" (Canadian Index of Wellbeing, 2018, p. 3). As a researcher, perhaps it is not surprising to find that a huge proportion of faculty was satisfied with their whole life wellbeing. It is not surprising because the Canadian Index of Wellbeing (2018) had discovered that a greater percentage of residents in Canada (87.1%), and particularly Waterloo Region (87.3%), Central Region (86.9%), and Ontario (85.6%) had reported a higher level of overall life satisfaction. On the other hand, while a small proportion (7.9%) of the faculty members had felt dissatisfied about their whole life wellbeing, a greater proportion (25.6%) of the faculty had felt dissatisfied (terrible, unhappy or somewhat unhappy) about their professional life wellbeing. The significant

difference between faculty whole life wellbeing and their professional life wellbeing implies that work was the factor causing unhappiness for faculty members in the study area. This is true because, as described in chapter four, a greater proportion of faculty had mentioned several work-related issues that had diminished their wellbeing. Perhaps, faculty have little or no control over many of these work-related issues as compared with general life issues. For example, issues like high workload, duties and expectations had diminished the wellbeing of a great number of non-administrator faculty because they had little or no control of the level of workload assigned to them. Similarly, administrator faculty have had a diminished wellbeing resulting from work-related issues such colleagues shirking work responsibilities; failing to perform or complete assigned duties and being passive in addressing work to be done; and unwilling or unable to assist with duties, among others – many of which they had little or no control over. Conversely, both administrator faculty and non-administrator faculty have control over many issues that may affect their whole life wellbeing. Unlike their professional life where faculty cannot do away with such issues as poor or unclear communications from colleagues (e.g., department head), in their whole life faculty can opt-out of many aspects (e.g. poor messages from unknown person, persons to help who are not serious on the event they are being helped with, a car that has been frequently developing faults and giving more problems, etc.) that are likely to diminish their wellbeing. This implies that if appropriate measures are put in place to close the gap between whole life wellbeing and professional life wellbeing (where the latter is the focus variable), faculty will have improved life.

The feeling that one's whole life wellbeing was better than their professional life wellbeing did not imply a feeling of satisfaction or dissatisfaction about either life. There was a significant difference between faculty whole life wellbeing and their professional life wellbeing;

but clearly, there was no statistically significant difference in aspects of wellbeing between administrator faculty and non-administrator faculty. The statistically no significant difference in aspects of wellbeing between administrator faculty and non-administrator faculty is also seen in the subjective assessment of whether faculty members (both administrator and non-administrator) were happy or unhappy. On average, both groups of faculty members were though not very happy, they were somewhat happy (M= 3.8, SD=.8), yet there is an indication of statistically no significant difference in subjective happiness between the administrator faculty (M= 3.8, SD=.7) and non-administrator faculty (M= 3.8, SD=.8). The average score on the subjective happiness scale beyond neutral score represents happiness and the score average below neutral represents unhappiness (Lyubomirsky and Lepper, 1999). It is not surprising to find that both groups were somewhat happy because Dogan and Totan (2013) had already found that the score average measured on a 7-point Likert scale subjective happiness has been measured as M = 4.63 (SD =4.49) for the community sample. This represents a feeling of somewhat happy, confirming the finding that both groups of faculty members were somewhat happy and that there is a significant difference between them regarding whether or not they were happy. This implies that both groups are content with the extent their colleagues facilitate their wellbeing despite the issues that occurred to diminish their wellbeing. As some issues diminish their wellbeing, many other issues facilitate their wellbeing. By implication, if colleagues in each group of faculty members maintain or increase the extent they facilitate the wellbeing of their colleagues, both groups will be happy or very happy to an equivalent extent, respectively.

In a different context, it appeared that non-administrator faculty members had higher negative mood states they also had higher positive mood states compared with administrator faculty. This is consistent with Schuur and Kruijtbosch (1995) who indicated that a group that

scored the highest on positive mood states also scored the highest on negative mood states items. The non-administrator faculty respondents experience of positive mood states and their perceived quality of life (i.e., a sense of psychological wellbeing viz-à-viz a sense of ill-being) was not statistically higher than that of the administrator faculty members, but the non-administrator faculty had experienced significantly more negative mood states than the administrator faculty. However negative mood states experience of the non-administrator faculty was something marginal. In short, on average both groups marginally had a sense of psychological wellbeing (measured by affect balance score) which was not significantly different between them. However, although positive mood states condition was statistically higher for both groups than their negative mood states, there was a significant difference in negative mood states, but no significant difference in positive mood states between the two faculty groups. There was no difference in positive mood states condition and psychological wellbeing between the two groups of faculty members because as described in chapter four, an equivalent greater proportion of each of the administrator faculty group and non-administrator faculty group had received support from their colleagues in many diverse ways. Of course, receiving support makes one happy which puts them in a positive mood states condition. This implies that if each group of faculty continues to give (more) support to their colleague in the other faculty group, faculty will have improved positive mood states condition which impacts positively on their overall wellbeing.

The statistical analysis on the six measures of faculty wellbeing generally appeared to indicate that there was no statistically significant difference in wellbeing between the administrator faculty and non-administrator faculty, except for their negative mood states. The status of being in administrative group did not significantly matter for all aspects of faculty

wellbeing, except for negative mood states. Being an administrator faculty was associated with a predicted decrease of 0.56 in the odds of falling at a higher level of negative mood states, Wald $\chi^2(1) = 3.67$, p=.06. This implies that being administrator pushes faculty down a lower level of negative mood states. This confirms the finding of Frishman et al. (2021) which indicated that comparing three stages from resident to subspecialty fellow to faculty, that the more junior roles had statistically more concerning scores for well-being. The non-administrator faculty members (junior roles) were associated with higher negative mood states because the pursuit of productivity growth (a measure of ROI) reduced their wellbeing by placing pressure on them by the administrator faculty (senior roles) which worsened their working conditions (Jackson & Victor, 2011; Mair, Druckman, & Jackson, 2018). Moreover, the administrator faculty (perceived to have had more voice in departmental matters) showed higher levels of wellbeing in the faculty than the non-administrator faculty (who had less voice) because of negative departmental climates (i.e., chilly climate) including inequitable allocation of work responsibilities, resources and rewards in organizations (Britton, 2017; Hall & Sandler, 1982; Miner et al., 2019; Settles et al., 2007), among others.

The evidence from the data *strongly* supported the statistically significant difference between at least two of the age groups, F(249) =6.7, p=.001, and *marginally* supported the statistically significant difference between at least two of the various groups of the years of work experience, F(248) =2.8, p=.065. The differences in negative mood states lied between faculty aged 40-49 years and those older than them (i.e., 50-59 years and above 60 years age groups) only, where the faculty in the 40-49 years age group appeared to have had significantly higher negative mood states compared with the other groups.

As we move to the discussion on the other research questions, it would be worthy to note that the findings in the next few sections are emergent findings that are unique to this particular study. I am not aware if there is any literature on these findings and therefore cannot compare the findings on the next few sections with the literature.

The Extent and Impact of Wellbeing Reliance on Faculty Wellbeing

There was no statistical difference in the extent of wellbeing reliance between the two groups. This implies that both groups equivalently relied on each other for their wellbeing. Both groups somewhat relied on each other for their wellbeing. The extent to which one group of faculty members relied on the faculty in the other group for their own wellbeing had affected the wellbeing of faculty who relied on other faculty in many aspects of their wellbeing.

The extent of wellbeing reliance and dependencies affected both whole life wellbeing and professional life wellbeing of faculty. The perceived impact of the extent administrator faculty and non-administrator faculty relied on each other for their wellbeing was such that for a one unit increase in wellbeing reliance, there was a predicted decrease of 0.23 in the ordered log odds (chances) of being in a higher level of whole life wellbeing. This implies that a group of faculties (e.g., administrator faculty), who tends to rely more on the other group of faculty members (e.g., non-administrator faculty) for their whole life wellbeing will be expected to push down from the log odds of being in higher levels of whole life wellbeing by 0.23 for every one-unit increase in the extent they rely on their faculty colleagues in the other group. In contrast, if the administrator faculty reduced the extent that they relied on the non-administrator faculty by one unit, they might expect to move to a higher level of whole life wellbeing. Wellbeing reliance effect on faculty professional life wellbeing was alike in its effect on their whole life wellbeing. In addition, the extent of wellbeing reliance and dependencies also affected faculty subjective

happiness such that for a one-unit change in the extent one group of faculty members relied on the faculty in other group, there was a predicted negative change of 0.42 in the ordered log odds (chances) of falling at a higher level of subjective happiness. That is, at the same degree of change (i.e., 0.42); an increase in the extent of wellbeing reliance and dependencies on other group pushed the group that relied on other group for their subjective happiness to a lower level of subjective happiness. This implies that a group of faculty members who had reduced the extent they relied on the faculty members in the other groups for their subjective happiness moved to a higher level of subjective happiness. Perhaps, as one group of faculty rely on the other for their wellbeing, they have expectations that may determine their level of wellbeing. Unfortunately, the failure of the other faculty group to meet such expectations will result in the wellbeing of the relying group being diminished. The possibility that expectations may lead to a disappointment is clear to one's judgment. This explanation of how reliance affects faculty wellbeing, and its implications holds for the impacts of wellbeing reliance on all other aspects of faculty wellbeing as explained in the next paragraph, except otherwise specified.

Moreover, wellbeing reliance – the extent one of the faculty groups (e.g., administrator faculty) relied on their college or school faculty colleagues in the other group (e.g., non-administrative group) for their own wellbeing – significantly affected negative mood states of the faculty group that relied on the other faculty group. In simple words, there is enough evidence to support the impact of the extent of wellbeing reliance on negative mood states such that for every one unit increase in the extent of wellbeing reliance, there is a predicted increase of 0.40 in the log odds of faculty falling at a higher level of negative mood states, Wald $\chi^2(1) = 9.26$, $p=.001$. This implies that a group of faculty members (e.g., administrator faculty) who reduced the extent they relied on their college or school faculty colleagues in the other group (e.g., non-

administrative group) for their own wellbeing were associated with a lower level of negative mood states. This outcome of wellbeing reliance holds as explained above in relation to expectations and disappointment. While wellbeing reliance significantly affected negative mood states, wellbeing reliance did not significantly affect positive mood states of faculty. Finally, the extent of wellbeing reliance and dependencies significantly affected the perceived quality of life (i.e., affect balance – a sense of psychological wellbeing viz-à-viz a sense of ill-being). The impact of the extent of wellbeing reliance and dependencies on faculty perceived quality of life (i.e., affect balance) was such that for a one unit increase in the extent of wellbeing reliance, there was a predicted decrease of 0.28 in the ordered log odds of being in a higher level of perceived quality of life, Wald $\chi^2(1) = 4.82$, p=.03. This implies that a group of faculties (e.g., administrator) who rely more on the other group of faculty members (e.g., non-administrator faculty) for their perceived quality of life (i.e., affect balance) will be expected to push down a lower level of perceived quality of life by 0.28 for every one unit increase in the extent they rely on other the faculty colleagues in the other group. On the other hand, if for example the administrator faculty, reduces the extent they rely on the non-administrator faculty by one unit, they will expect to be pushed to a higher level of perceived quality of life.

The Extent and Impact of Wellbeing Obligation on Faculty Wellbeing

Both faculty groups agreed that they were obligated to contribute to the improvement of the wellbeing of their faculty colleagues. However, the administrator faculty on average felt they were significantly obligated to contribute to the improvement of the wellbeing of their non-administrator faculty colleagues; more than did the non-administrator faculty who felt obligated to contribute to the improvement of the wellbeing of the administrator faculty. The extent of wellbeing obligation affected only faculty subjective happiness but did not affect the other

measures of faculty wellbeing including whole life wellbeing, professional life wellbeing, positive mood states, negative mood states, and affect balance or perceived quality of life. For every one unit increase in the extent faculty had felt obligated to contribute to the improvement of wellbeing of their colleagues, there was an expected increase of 0.3 in the ordered log odds of the other group to be in a higher level of subjective happiness, Wald $\chi^2(1) = 3.92$, p=.05. For example, administrator faculty could help pushed the non-administrator faculty to a higher threshold of subjective happiness if there was an increase in the extent administrator faculty were obliged to contribute to the improvement of the wellbeing of their college or school faculty colleagues in the non-administrator group, and the vice versa.

By implication, the extent one group of faculty members feel obligated or are made to be obliged to contribute to the improvement of the wellbeing of their college or school faculty colleagues in the other faculty group, the higher the expected increase in the subjective happiness of College or School faculty colleagues. This is because perhaps if people feel obligated to doing something, they felt performing that particular task or duty was their responsibility and therefore wanted to put in some efforts to fulfill the expectations of those responsibilities. Faculty will want to put in some efforts to fulfill the expectations of their responsibilities because they know why it is important to fulfil their duty and the consequences of failing to do so. Of course. failure to comply with faculty's obligations to their department or the university may result in bad outcomes for self (e.g., loss of reputation or dignity) and the organization (e.g., underperformance). By implication if policymakers of the university, colleges and schools, or departments formulated and executed policies that encouraged and/or made faculty members feel more obligated to contribute to the improvement of the wellbeing of their colleagues, there might be an expected improvement in the levels of faculty subjective happiness and for that matter their

wellbeing. As individuals or groups (including faculty), we are not free from certain responsibilities and obligations. The Covid measures could serve as a lesson to policymakers in putting measures to encourage and/or make faculty members feel more obligated to contribute to the improvement of the wellbeing of their colleagues. Until the outbreak of the Covid-19 pandemic, it was doubtful if someone ever thought people's own social distancing would become their obligation to others. In a similar way, upon careful thoughts and considerations of possible alternative measures, faculty could be made to feel obligated to contribute to the improvement of each other's wellbeing, for the benefit of both the administrator faculty and non-administrator faculty.

The Extent and Impact of Wellbeing Facilitation and Wellbeing Diminishing

There was no evidence to support any difference in the extent of wellbeing diminishing between administrator faculty and non-administrator faculty. This implies that both groups had diminished the wellbeing of each other to an equivalent extent. On average, the administrator faculty felt their colleagues had diminished their wellbeing to a little extent while the non-administrator faculty felt their colleagues had somewhat diminished their wellbeing. Conversely, on average, the administrator faculty agreed their colleagues who were not serving in administrative positions had facilitated the improvement of their wellbeing while the non-administrator faculty members were neutral on the extent they agree their colleagues serving in administrative positions had facilitated their wellbeing – a statistical difference in the extent of wellbeing facilitation between the two groups. This implies that faculty members who were not in administrative positions facilitated the improvement of the wellbeing of their colleagues who were in administrative positions more than did those administrator faculty facilitated their wellbeing. As described in chapter four, the greater extent of wellbeing facilitation by non-

administrator faculty accounted for the significantly lower average negative mood states score of administrator faculty compared with that of the non-administrative faculty rank. Recall from chapter four that there is enough evidence to support a strong negative relationship between the extent of wellbeing facilitation and wellbeing diminishing. This indicates that the higher the extent of wellbeing facilitation, the lower the extent of wellbeing diminishing. By implication, as the non-administrator faculty increased the extent they facilitated the wellbeing of the administrator faculty, they were likely to reduce the extent that they diminish their wellbeing. Reducing the extent of diminishing administrator faculty wellbeing requires minimizing the ways non-administrator faculty had diminished the wellbeing of their colleagues serving in administrative positions, as described in chapter four. These ways of wellbeing diminishing (e.g., perceived increasing of faculty workload, failing to perform or complete assigned duties and being passive in addressing work to be done; and unwilling or unable to assist with duties) contributed to high negative mood states condition. Therefore, improving the ways of facilitating faculty wellbeing and/or minimizing ways of diminishing faculty wellbeing, as described in this study, is expected to reduce negative mood states condition of faculty and an improved faculty wellbeing.

The extent of wellbeing facilitation – the extent to whichone faculty group had facilitated the improvement of the wellbeing of their faculty colleagues in the other group – affected all the six measures of faculty wellbeing. This implies that the extent of wellbeing facilitation affects all aspects of faculty wellbeing including whole life wellbeing, professional life wellbeing, subjective happiness, positive mood states, negative mood states, and affect balance or perceived quality of life. By implication, any efforts by one group of faculty members to facilitate the wellbeing of faculty members in another group improves all aspects of their wellbeing. The

perceived impact of wellbeing facilitation is such that a unit change in the extent of wellbeing facilitation was expected to push faculty in higher levels of most of the wellbeing measures by a rate ranging from 0.42 to 0.71 in a positive direction, except for negative mood states. For every one-unit increase in the extent of wellbeing facilitation of one group of faculty members, there was a predicted decrease of 0.42 in the log odd (chances) of the other faculty group falling at a higher level of negative mood. This implies, a unit increase in the extent of wellbeing facilitation by one of the two faculty groups was predicted to push down their faculty colleagues in the other group to a lower threshold of negative mood states, as already mentioned. Moreover, the extent of wellbeing facilitation had the greatest impact on faculty professional life much more than all other measures of wellbeing. For a one unit increase in the extent of wellbeing facilitation, faculty could expect a 1.15 increase in the ordered log odds (chances) of being in the higher level of professional life wellbeing. This implies that, moving one group of faculty members to a higher level of professional wellbeing requires just less than a proportionate increase in wellbeing facilitating by the other group. That is, a small increase in the extent of wellbeing facilitation (or a small effort to facilitate wellbeing) by the one group of faculty members (e.g., non-administrator faculty) is expected to push their colleagues (e.g., administrator faculty) to a much higher threshold of professional life wellbeing.

Ways of Wellbeing Diminishing Between Administrator and Non-administrator Faculty

Examining the relationship of psychological construals (i.e., how a person perceives, understands, and interprets their world or a particular situation, or the acts of others toward them) with well-being, Horvath (2018) synthesized ideas from Lyubomirsky (2001), Liberman and Trope (1998), Trope and Liberman (2010), and Trope, Liberman and Wakslak (2007) on the Construal-Level Theory (CLT) and argued that space, time, social distance, and hypotheticality

are four psychological distance dimensions with which objects are construed. The author argued that with events at close psychological distances, low-level construals – objects, events, and actions perceived close to oneself on these four distance dimensions – are more likely to be used due to their practical oriented nature. At a higher education level for instance, factors such as communication, relationship and interactivity with other staff or leaders, collegiality, resources, among other factors may be perceived close to the individual faculty member and/or their colleagues in administrative positions. In practice, faculty rely on practical solutions and skills (Horvath, 2018) to enhance their wellbeing levels and to function well. Some of these practical solutions may include effective communication, role clarity, achievable teaching loads, administrative practices, rewards, willingness to alter work assignments and recognition of significant achievements of faculty. All these low level construals are found to affect faculty wellbeing (Austin & Gamson, 1983; Baldwin, 1990; Walker & Hale, 1996).

There are both common ways and differing ways both groups had diminished the wellbeing of each other. In this section, I have identified and discussed the unique ways non-administrator faculty had diminished the wellbeing of their administrator colleagues, and as well, the unique ways administrator faculty had diminished the wellbeing of their colleagues who are not serving in administrative positions. I have also identified and discussed the ways of wellbeing diminishing common to both groups; thus, administrator faculty had felt those factors had diminished their wellbeing and their colleagues had also felt those same factors had diminished their wellbeing as well.

Diminishing Factors Peculiar to Each Group

There are six (6) factors unique to administrator faculty that had diminished the wellbeing of their colleagues who are not serving in administrative positions. Non-administrator

faculty had felt that discrimination (including sexism, racism, and favouritism), lack of consultation coupled with unhealthy criticisms, budgeting and lack of transparency, taking credits and merits, being unsupportive to the duties and accomplishments, and use of negative words on faculty had diminished their wellbeing. The use of negative words was one aspect of incivility. Incivility in higher educational contexts are simply subjective annoyances to faculty members; a behaviour that may be considered by a faculty member as rude and disruptive (Connelly, 2009; Ibrahima & Qalawab, 2016). Evidence from the literature suggests that faculty experiences of incivility were seen in students rather than their own faculty colleagues. For example, Ibrahima and Qalawab (2016) identified that faculty members, particularly nursing faculty members were prone to the effects of student incivility. But this study has shown that not only students' incivility, but also faculty experience faculty members' incivility. Inferring from the definitions of Connelly (2009) and Ibrahima and Qalawab (2016), the evidence from this study helps define the term "faculty incivility" in a narrow sense as the attitude of using negative words by a faculty member towards another faculty member. Such attitude may be considered by the victim faculty as either rude, disruptive, disorder, or deviating from social norms of a civilized community. Continuous effects of student incivility or incivility in general, may worsen faculty wellbeing and their effectiveness in managing their classrooms. Faculty incivility behaviours may invoke anxiety, self-doubt, and anger in nursing faculty members (Clark & Springer, 2007). Many other researchers have argued that incivility behaviours cause harm to faculty wellbeing in the form of anxiety, depression, inability to sleep well, and feelings of being attacked and threats among others (Clark, 2008b; Luparell, 2004, 2007; Sprunk et al., 2014). For example, damage to the health and well-being of faculty resulting from incivility included loss of morale, lower self-esteem, loss of happiness in teaching, loss of credibility, and tarnished

reputation (Luparell, 2004; Sprunk et al., 2014). Adding to the argument, Zurbrugg and Miner (2016) found that with higher levels of incivility, sexual minority women faculty members reported lower job satisfaction and higher job stress than men. There is an evidence from this study which indicates that faculty had experienced issues of sexism and sexist comments from their colleagues. Sexism and sexist comments are a form of chilly climate. Chilly climate relates to negative occupational well-being in the form of lower job satisfaction and higher turnover intentions (Callister, 2006; Carapinha et al., 2017; Riffle et al., 2013; Settles et al., 2006, 2007; Xu, 2008). For instance, Settles et al. (2007) indicated that sexist departmental climates were related to lower wellbeing, particularly job satisfaction. This argument on the effect of faculty incivility is to imply that faculty desisting from incivility behaviours on their colleagues might be expected to reduce distress among their colleagues.

On the other hand, non-administrator faculty had diminished the wellbeing of administrator faculty in many ways, grouped under four (4) factors. Administrator faculty had felt that factors such as questioning and comments from colleagues, attitudes of colleagues towards graduate students, suffering colleagues (i.e., colleagues suffering from issues such as discrimination, burnout, loss of confidence), and colleagues undermining or exhibiting lack of respect for their authority had diminished their wellbeing. In other research studies, high proportions of faculty had shown symptoms of burnout (El-Ibiary et al., 2017; Kavanagh & Spiro, 2018; Sabagh et al., 2018). The symptoms were evidenced on scores on three indices: emotional exhaustion, depersonalization, and low personal accomplishment or inefficiency (Kavanagh & Spiro, 2018; Maslach & Leiter, 2007). In this study, the administrator faculty felt unhappy with respect to the number of their colleagues who had fallen victims of burnouts, among other issues they were suffering from. These factors are unique to non-administrator

faculty regarding ways they had diminished the wellbeing of their colleagues serving in administrative positions. However, there are a few factors common to both groups that had diminished the wellbeing of both administrator faculty and non-administrator faculty.

Diminishing Factors Common to Both Groups

These factors include duties, workload, expectation and performance; appreciation and value of work done; and communication and response to issues, concerns or requests.

Assignment of Duties, Workload and Expectations. Duties, workload, expectation and performance appeared to be the most frequently mentioned issue by both groups as a factor that had diminished their wellbeing. A reference example could be traced to 12 (36%) of the thirty-three (33) administrator faculty who provided examples where their colleagues who are not serving in administrative positions had diminished their wellbeing. A reference example could also be traced to 22 (25%) of the 89 non-administrator faculty who provided examples on this issue. It has been argued that the pursuit of productivity growth (a measure of ROI) may reduce wellbeing by placing pressure on public services and worsening working conditions (Jackson & Victor, 2011; Mair, Druckman, & Jackson, 2018). Worsening working conditions may lead to burnout which has been defined to cover "a state of physical, emotional and mental exhaustion resulting from a prolonged response to long-term exposure to demanding situations" (Sabagh et al., 2018, p.132). A notable among such demanding situations mentioned by the respondents was the high workload. Many researchers have argued that increased workload demands, teaching loads, and role conflict affect faculty morale, contribute to psychological distress and feelings of burnout, and consistent negative correlations with job satisfaction, psychological and wellbeing (Austin & Gamson, 1983; Sabagh et al., 2018).

The non-administrator faculty members (junior roles) had had a diminished sense of wellbeing perceived to have resulted from the assignment of duties, high workload and expectations. A possible reason is that the pursuit of productivity growth (a measure of ROI) had resulted in placing pressure on them by the administrator faculty (senior roles). The pressure on the non-administrator faculty worsened their working conditions and reduced their wellbeing as argued by Jackson and Victor (2011) and Mair et al. (2018). Wellbeing may be at stake if expectations of assigned duties are not met. Some administrator faculty had views which indicated that some of their colleagues who were not serving in administrative positions did not meet the expectations of the assigned roles. Meanwhile the non-administrator faculty felt that their colleagues had diminished their wellbeing by increasing their workload. Administrator faculty may have increased their workload; yet were perceived to have had unrealistic expectations for them given their increased workloads. The perception that administrator faculty had overloaded non-administrator faculty with work without providing them with adequate resources to fulfill those work.

Increasing non-administrator faculty workload may be seen as a perceived threat of harm if faculty members feel they cannot complete the high workload to the expectations of their colleagues. There is a psychology behind the explanation of how the perceived threat of harm or danger evoked anxiety. Horvath (2018) argued that "perceived intentional transgression by others on one's personal domain provoked anger" (p.16). This argument suggests that any evidence of deliberate action that seems to break rules and put faculty in an undue difficult condition may make faculty unhappy. Given this theory, it makes sense that faculty members may not feel happy when roles are assigned to them by their colleagues in administrative positions if they are not interested in these roles and/or if the manner that the role was assigned

was not perceived to be within the confines of rules guiding the assignment of roles and duties to faculty (USFA, 2017; 2021). The perceived high workload had made this proportion of non-administrator faculty feel that their colleagues serving in administrative positions had lacked of clear reasoning of assigned duties for reasons such as expedience or emotional motivation rather than by careful thought, such as matching the faculty members' expertise. This was to argue that self-esteem may constitute a great importance for psychological wellbeing in adults, including faculty. Evidenced from the literature and other examples of the use of high-level construals of the self (having coherent, consistent, and stable self-concepts) indicate that the self-concept and the self-esteem, at high levels of construals are associated with psychological wellbeing (Horvath, 2018).

The pursuit of productivity growth had also reduced the wellbeing of the administrator faculty by influencing them to either put pressure on faculty (Jackson & Victor, 2011; Mair, Druckman, & Jackson, 2018) or have higher expectations of assigned duties for their colleagues. The inability of their colleagues to meet such expectations results in a diminished wellbeing of the administrator faculty. The 12 (36%) of the thirty-three (33) administrator faculty who provided examples where their colleagues who are not serving in administrative positions had diminished their wellbeing felt that their non-administrator faculty colleagues had diminished their wellbeing in various ways including: shirking work responsibilities; failing to perform or complete assigned duties and being passive in addressing work to be done; unwilling or unable to assist with duties; or had experienced underperforming faculty justifying their underperformance. Because the administrator faculty members may be influenced by the pursuit of productivity, they may put pressure on (Jackson & Victor, 2011; Mair et al., 2018) or have higher expectations of work outcomes. This exacerbates faculty members' failure to perform or

complete responsibilities through increased workload assignments from the administrator faculty members and this eventually diminished their wellbeing.

Communication and Response to Requests or Concerns. Another issue common to both groups was communication and response to requests or concerns. While a reference example of communication and response to issues could be traced to 19 (21%) of the 89 non-administrative faculty who provided examples on way their colleagues had diminished their wellbeing, a reference of those examples could be traced to four (12%) of the thirty-three (33) administrator faculty who provided examples of this same issue. While this small proportion of administrator faculty who had felt their colleagues had been ignoring communication from our office or had been ineffective in communicating intended ideas, a relatively large proportion of the non-administrative faculty have had a similar feeling of communication from their colleagues serving in administrative position. They had felt that their administrator faculty colleagues had inadequately addressed concerns or dismissed their concerns and not responding to their requests. While the administrator faculty had felt their non-administrator faculty colleagues had been ineffective in communicating intended ideas, the non-administrator faculty felt their colleagues who served in administrative positions had communicated poorly to them – unclear communication, slow response to emails, or "shut down communication" and sending nagging emails with "paternalistic tonality" in email communications. Research has shown that administrator faculty sending clear messages to faculty while away for academic programs improves faculty vitality and wellbeing (Stark & Lattuca, 1997). This implies that should faculty communicate clearly to their colleagues, one might expect less distress and improvement of the wellbeing of colleagues.

Undermining, Lack of Appreciation or Value of Work Done. Finally, both groups exhibited lack of appreciation or value for work done. A reference example of lack of appreciation of work done could also be traced to 22 (25%) of the 89 non-administrator faculty who provided examples on this issue; while an equivalent proportion 8 (24%) of the thirty-three (33) administrator faculty provided examples indicating that their colleagues in administrative positions had shown a lack of recognition or value of work done, had disrespected or had undermined their authority. Some faculty colleagues who were not in administrative positions were perceived as not showing respect for the hard work done by their own colleagues; neither had they valued the community nor artistic work of their colleagues in administrative positions. Similarly, faculty members serving in administrative positions had exhibited little or no recognition for work done or accomplishments by their colleague who do not served in administrative positions. Some non-administrator faculty felt that their administrator faculty colleagues had not valued their contribution to their department – that they had belittled community-based research and/or research outputs, showed general disregard for competence, and undermined their professional accomplishments. There were some perceptions that administrator faculty had been ungrateful for extra efforts, no extra "thank you" for non-administrator faculty colleagues who had taken on special tasks. The foregoing discussion implies that both groups may have undermined each other in one way or the other, and the proportion who were perceived to have undermined or had experienced an issue of being undermined was equivalently high across both groups. The reason for undermining, lack of appreciation, lack of respect for work and not valuing accomplishments having the effect of diminishing the wellbeing of faculty was explained by Horvath (2018). The author was concerned with causers of threat and stress, and therefore argued that potential or actual loss of

valuable resources that a person has strived to acquire causes stress. Horvath (2018) noted that relationships with others and personal growth (Ryff, 1989), as well as community involvement, connect with intrinsic motives; while response to external demands and actions done for secondary purposes other than inherent satisfaction with the activity also links with extrinsic motives. He cites specific examples of such extrinsic motives such as the desire for wealth, external success, and fame (Horvath, 2018). Motives, goals, and values that are construed at high-levels (overall guide behaviour or that are central to the self) are associated with long-term psychological wellbeing (Horvath, 2018). It, therefore, makes sense why the perceptions of undermining one's work or accomplishments or failure to show appreciation, respect or value for them diminish their wellbeing – loss of fame for a hard work might be considered diminishing of wellbeing. The Horvath (2018) social psychological construct explains why people feel unhappy when they are not given the merits or credits they deserve. Perhaps they do an imputation for the credits they were not given and equate these to a loss of the valuable resources they have strived to acquire. Recognizing significant achievements of faculty improves their wellbeing (Baldwin, 1990).

Ways of Wellbeing Facilitating Between Administrator and Non-Administrator Faculty

Evidence from the study shows two common factors and many differing factors under which both groups had facilitated the wellbeing of each other. The focus of this section is to examine these unique factors and common factors by which non-administrator faculty had facilitated the wellbeing of their administrator colleagues and also the unique factors and common factors administrator faculty had facilitated the wellbeing of their colleagues who are not serving in administrative positions.

There are three (3) factors which are peculiar to non-administrator faculty that had facilitated the wellbeing of their colleagues who are serving in administrative positions. These factors include non-administrator faculty showing up at meetings and exhibiting cordial or collegial relationships with their colleagues (both serving and those not serving in administrative positions); demonstrating exemplary performance in teaching and research; and volunteering and showing willingness and enthusiasm to participate in matters. On the other hand, administrator faculty had facilitated the wellbeing of their colleagues who are not serving in administrative positions in ways grouped under two (2) factors – inclusiveness or consulting with faculty and promoting wellness. Cherkowski (2018) stated that teacher leadership may have a role to play in fostering wellbeing for all. Teacher leadership can be situated in the context of this study as faculty who may be perceived as "teachers," due to the teaching aspect of the roles and taking on administrative or leadership role – administrator faculty. Given the argument of Cherkowski (2018) regarding the role of teacher leadership or administrator faculty in fostering wellbeing, it is not surprising to find that administrator faculty facilitates the improvement of the wellbeing of faculty by promoting wellness programmes. The administrator faculty had promoted wellness programmes by (1) Creating wellness committee and newsletter; (2) Supporting personal wellness initiatives and workplace wellness education in areas such as EDI; (3) A Dean had advocated for mentorship and mental health support; (4) Creating position of director of wellness; and (5) Supporting departmental wellness survey and helping deal with interventions needed following the release of the survey data. These factors are peculiar to administrator faculty regarding ways they had facilitated the wellbeing of their colleagues who had not been serving in administrative positions. However, evidence from the study showed two factors common to both groups regarding ways they had facilitated the wellbeing of each other. These

two factors are identified as: (1) support for work, and (2) recognition, appreciation, or value for work done and accomplishments.

Support for Work and Accomplishments. A reference example of support for work could be traced to 24 (27%) of the 89 non-administrative faculty and 10 (30%) of the thirty-three (33) administrator faculty who provided examples of ways that their colleagues had facilitated their wellbeing. The evidence from the responses of this relatively large proportion of both the administrator faculty and non-administrator faculty indicated that both groups had shown an understanding that had supported each other in different ways. For example, some administrator faculty had shown an understanding for concerns of their colleagues, made those concerns a priority and addressed them. Likewise, some non-administrator faculty had shown an understanding about a deadline not being met by their administrator faculty colleagues. Also, while administrator faculty had supported their colleagues who were not in administrative positions in professional development such as supporting in part time appointment and proposing career development paths (such as tenure application, specials), the non-administrator faculty had also supported the faculty members who were in administrative positions by nominating them for awards. Administrative support such as when Deans and department heads were willing to alter work assignments were perceived to have improved faculty wellbeing (Walker & Hale, 1996).

In addition, there had been mutual support for teaching and research. Proposing new ideas and supporting initiatives, the administrator faculty had proposed new research or teaching ideas with their colleagues, facilitated teaching workshops, and allocated resources to support research and mentoring. While the administrator faculty provided these supports, the non-administrator faculty had also provided their colleagues in administrative positions with research

support, and emotional support and advice. Finally, some administrator faculty had created new or update policies and procedures that support the work of faculty and their students. Similarly, some non-administrator faculty had provided administrative work support (e.g., helping with anniversary of their department) while many others also had also wanted to do the best they could to support the students, and thus make the administrator faculty happy. On a study of the relationship between leadership support, workplace health promotion and employee wellbeing, Milner et al. (2015) developed and tested a model of leadership support for workplace health promotion (WHP) and employee wellbeing outcomes using employer and employee data. The authors found that leaders' support for WHP was important for at least the provision of health promotion facilities to employees. They found no direct relationship between leadership support alone and employee wellbeing. The findings from this article suggested that to improve on the wellbeing of employees, there was the need for leaders to go beyond just the realms of leaders' support for WHP. However, the article failed to identify the other factors needed to complement leadership support for WHP in order to improve wellbeing. This study has identified these factors to include inclusiveness or consulting with faculty, recognition, appreciation, or value for work done and accomplishments, positive communication and feedback, and promoting wellness.

Recognition, Appreciation, or Value for Work Done and Accomplishments. Many reference examples of recognition, appreciation, or value for work done and accomplishments could be traced to 10 (9%) of the 89 non-administrative faculty and 8 (24%) of the thirty-three (33) administrator faculty who provided examples on ways their colleagues had facilitated their wellbeing. While a smaller proportion (9%) of the non-administrator faculty had received recognition for the value of work done or research accomplishments of their faculty colleagues, a

relatively large proportion (24%) of the administrator faculty had received recognition for the value of their work done. Many of these administrator faculty had felt that their colleagues who do not serve in administrative positions had used "thank you" notes or "thank you" cards to show recognition of their extra efforts especially extra pandemic related challenge of their administrative role. Similarly, the relatively few proportion of the non-administrator faculty who had felt that they had received recognition from their administrator faculty colleagues noted that their colleagues had done so in a few different ways: They had sent emails or used handwritten card to congratulate faculty on job well done; they had sent 'thank you' emails to recognize incredible workloads of faculty in the past year; they had commented on what faculty have done well (such as from teaching reviews).

The Faculty Reciprocal Wellbeing Improvement Strategy: Ways of Improving Wellbeing Facilitation and Minimizing Wellbeing Diminishing

The most profound ways both groups that had diminished the wellbeing of each other centered around three factors including perceptions of high workload, accompanied with higher expectation viz-a-viz low performance; lack of appreciation and value of work done; and poor, unclear and lack of communication and response to issues or concerns. For the participants who provided examples where their colleagues had diminished their wellbeing, a greater proportion of administrator faculty (36%) than their non-administrator faculty colleagues (25%) had had a diminished wellbeing resulting from assignment of duties, workload, and performance and expectations. While an equivalently high proportion of both groups had supported their colleagues or received support from them, an equivalently high proportion of both groups also undermined or had experienced an issue of being undermined or had experience lack of recognition, respect or had felt undervalued for work done. Fredrickson (2001) studied the role

of positive emotions in positive psychology. Focusing on the broaden-and-build theory of positive emotions, the author argued that reducing or desisting from some actions or factors or improving on them will help both the leader and the follower to remain satisfied with life and work even while experiencing a difficult or stressful day which in turn can result in less worry and greater happiness over time (Tugade et al., 2004). These factors that need to be refrained from and those that need to be improved are "wellbeing diminishing" and "wellbeing facilitation" factors respectively. Generally, it has been argued that positive emotions (which are associated with wellbeing facilitation) broaden one's "thought-action repertoires and facilitate the growth of psychological resources, whereas negative emotions (which is associated with wellbeing diminishing) constrict and reduce them (Tugade et al., 2004). Therefore, the situations that people face, and the emotions they arouse, can be expected to influence their psychological orientations and construals" (Horvath, 2018, p.16). This theory implies that both groups could adopt the approach to psychological wellbeing that closely aligns with subjective wellbeing (SWB) – "hedonic approach where happiness arises from maximizing pleasure and minimizing displeasure" (Stefl, 2020, p. 13). In doing so, both the administrator faculty and non-administrator faculty could minimize the extent they diminish wellbeing and maximize the extent they facilitate the wellbeing of each other by doing the following:

1. Administrator faculty might consider reassessment of the workload of non-administrator faculty and communicate clearly the expectations of the assigned duty; while the non-administrator faculty might complete the assigned duties to a satisfactory level of performance to match the expectation of the work assigned to them by their colleagues serving in administrative positions, and not try to justify their underperformance (if any).

2. The administrator faculty might make diligent attempts to adequately address the concerns of their non-administrator faculty colleagues; while the non-administrator faculty might avoid ignoring communication from the administrator faculty's office and clearly communicate concerning any difficulties or challenges that limit their performance of assigned duties, but not in any ways that justify their underperformance (if any).
3. Both administrator faculty members and their colleagues might avoid undermining each other and show recognition, respect or value of work done. Both groups can do this by avoiding belittling community-based research and/or research outputs, showing value for competence and professional accomplishments – showing gratitude for extra efforts by saying (in writing – email or handwritten) extra "thank you" to colleagues who take on a special task and/or make extra efforts).
4. The administrator faculty and their colleagues might support the work and accomplishments of each other by showing an understanding for issues and concerns of their colleagues – among other ways as described in this study, the administrator faculty might make the concerns of their colleagues a priority and attempt to adequately work on addressing these; while the non-administrator faculty might show an understanding about issues such as reasonableness of deadlines.
5. Both administrator faculty members and their colleagues who are not serving in administrative positions might minimize the peculiar ways that each group may diminish wellbeing and improve the peculiar ways that they facilitate the wellbeing of their colleagues as described in this study.

The first four ways that both groups could minimize the extent that they diminish wellbeing and maximize the extent that they facilitate the wellbeing of each other, together with the last point – minimizing the peculiar ways each group diminish wellbeing and improving the peculiar ways they facilitate the wellbeing of their colleagues as described in this study – constitute the wellbeing diminishing and wellbeing facilitating components of faculty reciprocal wellbeing improvement strategy.

Concluding Thoughts on Discussion

Wellbeing constructs help to measure the level of wellbeing from various perspective that measure different aspects of wellbeing without necessarily putting them together. Of course, putting different aspects of wellbeing together is like adding apples and oranges – there will be a problem in any attempt to name the sum total of the two distinct fruits. Will the total be called X number of apples or X number of oranges? Economic constructs including the marginalist theory have been used to estimate the expected change in wellbeing resulting from a one more unit change in experiencing a factor that affects wellbeing. This additional improvement in wellbeing resulting from experiencing an extra unit of a factor that affect wellbeing is term "*marginal wellbeing*." Negative, zero, and positive values of the marginal wellbeing implies the extra experience of the factor affecting wellbeing has diminishing effect on wellbeing, no effect on wellbeing, or facilitating or improving effect on wellbeing, respectively. The numerical value marginal wellbeing, in theory tells the extent the factor affects wellbeing; however, in practice one can only orderly rank wellbeing but practically impossible to compute the actual value of wellbeing and marginal wellbeing. The psychology constructs have helped to explain why certain actions had diminished the wellbeing of faculty while others had facilitated the improvement of their wellbeing. The three constructs – wellbeing constructs, economic

constructs, and psychology constructs – together informed this study and its implications and recommendations.

Implications for Research, Policy, and Practice.

The study has implications for researchers, practitioners, and policymakers. Therefore, like any other study, this study has implications. In the sections that follow, I have provided implications for further research, government and education policy, and practice.

Implications for Research

The following are implications and recommendations of the study for researchers and academicians who are considering conducting studies on faculty wellbeing.

1. The study had implications that call for attention to the workload of non-administrator faculty and faculty completion of assigned duties to a satisfactory level of performance to match the expectation of the work assigned to them by their colleagues serving in administrative positions. Researchers and academicians might consider examining the most effective ways to review and modify the assignment of duties that do not over-burden faculty, but ensure that the assigned duties are completed to a performance level that meets the expectations of the work assigned to them. The study might consider the necessary interventions needed to review and modify assigned duties without compromising effectiveness, efficiency, or output.
2. The study has an implication with respect to the need to increase the extent a group of faculty feels obligated to contribute to the improvement of the wellbeing of their faculty colleagues in other group such that this leads to expected higher levels of wellbeing (i.e., improved wellbeing). Researchers might consider exploring the various appropriate ways of making faculty feel more obligated to contribute to the improvement of the wellbeing

of their colleagues without imposing any additional challenges to their existing levels wellbeing.

3. The study examined the faculty reciprocal wellbeing and mutual factors existing between the administrator faculty and the non-administrator faculty that are perceived to affect their wellbeing without considering the impacts of other stakeholders such as family, students, other staff members, colleagues outside of the faculty's school, college, or university, and the top management of the university on faculty wellbeing. Researchers and academicians might consider including these factors in the study of faculty wellbeing.
4. Researchers and academicians might consider examining the extent to which organizational culture and climate affects faculty wellbeing by examining the differences in faculty wellbeing across schools and colleges in the study area or elsewhere.
5. The study was conducted using a sample selected from one university only. The results and finding are limited in terms of generalization to faculty members across and beyond Canada. Researchers and academicians might consider verifying or validating the findings of this study by replicating the study for other universities, the whole Province of Saskatchewan or other provinces, Canada as a whole, or worldwide.

Implications for Policy

The following are implications of the study for government and education policymakers to foster improved wellbeing of faculty and minimize distress among the individual faculty members.

1. The study implied that perception of high workload and inability to complete assigned duties as expected were a major contributing factor of wellbeing diminishing or distress among faculty. Policymakers might consider adopting any necessary interventions needed to effectively review and modify the workload of faculty such that the assigned duties could be completed by the faculty members to a performance that meets the expectations of the duties assigned to them by their colleagues serving in administrative positions. Such spending (e.g., employing more faculty) might not be seen as a cost, but rather as an investment or benefit to the university since studies have shown that the benefits associated with spending on wellness programmes outweigh its cost (Ozminkowski et al., 2002; Goetzel et al., 2003; Goetzel et al., 2002; Mitchell et al., 2013; McGrath & Stevens, 2019).
2. Policymakers might consider formulating and executing policies (e.g., job description) that encourage and/or make faculty members to feel more obligated to contribute to the improvement of the wellbeing of their colleagues.
3. The study has an implication that calls for faculty members to reduce the extent the rely on their colleagues for their wellbeing. Policymakers might consider formulating and executing working relationships that discourage faculty members in one group from relying on the faculty members in the other group for their wellbeing.

Implications for Practice

The following are implications of the study for practitioners – those in the field, particularly faculty members – to foster improved wellbeing of their faculty colleagues and minimize distress among the individual faculty members.

1. Faculty members serving in administrative positions might make it a priority to make any necessary adjustments that review and modify the workload of non-administrator faculty and clearly communicate the expectation of the assigned duties. Faculty members who are not serving in administrative positions are encouraged to put in their maximum effort to complete the assigned duties to a satisfactory level of performance in order to match the expectation of the work assigned to them by their colleagues serving in administrative positions, and not to justify their underperformance (if any).
2. The administrator faculty might be encouraged to make the concerns of their non-administrator faculty colleagues a priority, to attempt to adequately address their concerns (including those regarding duties and workload). The faculty members who are not serving in administrative positions are encouraged to avoid ignoring communication from the administrator faculty's office and clearly communicate ideas related to any difficulties or challenges that limit their performance of assigned duties but not in any ways that justify their underperformance (if any).
3. Both faculty members serving and those who are not serving in administrative positions might be encouraged to follow the faculty reciprocal wellbeing improvement strategy outlined in this study to increase the extent they facilitate wellbeing and minimize extent they diminish the wellbeing of their college or school faculty colleagues in the other group while they:

    i. increase in the extent that each group feel obliged to contribute to the improvement of the wellbeing of their college or school faculty colleagues in the other group, and

ii. reduce the extent that faculty members rely on their college or school faculty colleagues in the other group for their wellbeing.

I believe that following the above implications may help minimize distress and improve faculty wellbeing for the benefits of the faculty members and such other benefit as literature has suggested.

Conclusion

Despite the numerous ways and the extent administrator faculty members and non-administrator faculty members had diminished the wellbeing of each other, as described in this study, faculty members appear to be making good use of available wellbeing measures and managing the challenges imposed on their wellbeing by the existing ways of wellbeing diminishing by their colleagues. The status of being in the administrative faculty group did not significantly matter for all but negative mood states condition of faculty wellbeing; and thus, being in the administrator faculty group was associated with a reduced negative states condition compared with being in the non-administrator faculty group. Positive mood states condition was statistically higher for both groups than their negative mood states. the non-administrator faculty respondents experience of positive mood states condition was not statistically higher than that of the administrator faculty members, but the non-administrator faculty had experienced significantly more negative mood states than the administrator faculty. This difference was attributed to the relatively low level of the extent the administrator faculty facilitated the improvement of the wellbeing of their colleagues who were not serving in administrative positions. In general, faculty appear to have improved whole life wellbeing compared with their professional life wellbeing. Work in academia was the factor causing unhappiness for both the administrator faculty and non-administrator faculty; and thus, faculty tend to have work related

problems that marginalise their psychological wellbeing. This marginal sense of faculty psychological wellbeing (measured by affect balance score – a sense of psychological wellbeing viz-à-viz a sense of ill-being) was not significantly different between the two groups because the major issues causing distress in academia affected both groups to an equivalent extent. The issues in academia that were causing unhappiness or distress among faculty centered around four factors – the extent of wellbeing reliance and dependencies, wellbeing obligation, wellbeing diminishing and wellbeing facilitation – that interplay to determine the level of faculty wellbeing and all the four factors affect faculty wellbeing. The most critical among these that needs more attention is the extent of wellbeing diminishing which results from mainly issues relating to assignment of duties, workload and expectations, communication deficiencies (i.e., poor, unclear or lack of communication) and lack of response to issues or concerns, and the issues of undermining, lack of appreciation, respect or value for work done.

Precisely, high workload accompanied with higher expectation viz-a-viz low performance was a major contributing factor of the extent of wellbeing diminishing, distress and unhappiness among both administrator faculty and non-administrator faculty. A greater proportion of administrator faculty than their non-administrator faculty colleagues had had a diminished their wellbeing resulting from assignment of duties, workload, and performance and expectation. The perceived reason was that the administrator faculty had diminished their colleague's wellbeing in one major way – they had be seen as increasing the non-administrator faculty workload (overloaded non-administrator faculty with work) and sometimes without providing them with adequate resources to fulfill those work yet had unrealistic expectations for them. On the other hand, the non-administrator faculty had diminished the wellbeing of the administrator faculty in many ways, including: shirking work responsibilities; failing to perform

or complete assigned duties and being passive in addressing work to be done; unwilling or unable to assist with duties; and underperforming faculty justifying their underperformance. Failure to perform or complete responsibilities had increased the workload of the administrator faculty and this had eventually diminished their wellbeing. The extent of wellbeing facilitation was mainly influenced by support for work and accomplishments which had facilitated a large proportion of both groups. The extent of wellbeing facilitation had affected all aspects of faculty wellbeing. Because of the strong effect of extent of wellbeing facilitation on faculty wellbeing, any small unit of effort by a faculty in one of the two groups to facilitate the wellbeing of the faculty in the other group is expected to result in more than proportionate level of improved wellbeing.

Both groups had somewhat relied on each other for their wellbeing. The extent one group of faculty members relied on the faculty in other group for their own wellbeing had affected all but positive mood states of faculty who relied on other faculty for many aspects of their wellbeing. An increase in the extent of wellbeing reliance and dependencies on other group had pushed the group that had relied on other group for their wellbeing to a lower level of all aspects of wellbeing but positive mood states condition and to a higher level of negative mood states condition. By implication a group of faculty members who reduced the extent they had relied on the faculty members in the other groups for their wellbeing were expected to have a higher level of all aspects of wellbeing but positive mood states condition and a lower level of negative mood states condition – an indication of improved wellbeing. The administrator faculty members felt significantly obligated to contribute to the improvement of the wellbeing of their non-administrator faculty colleagues more than the non-administrator faculty felt obligated to do the same. The extent of wellbeing obligation affected only faculty subjective happiness but did not

affect the other aspects of faculty wellbeing. The extent that one group of faculty members (e.g., administrator faculty members) felt more obligated to contribute to the improvement of the wellbeing of their college or school faculty colleagues in the other faculty group (non-administrator faculty), the higher the expected increase in the subjective happiness of those College or School faculty colleagues in the other faculty group. Therefore, to improve faculty wellbeing – to reduce the level faculty negative mood states condition and/or to increase the level of their other aspects of wellbeing (including whole life wellbeing, professional life wellbeing, subjective happiness, positive mood states, and affect balance or perceived quality of life wellbeing), researchers, policymakers, and field practitioners (faculty members) are encouraged to consider the implications of this study for themselves; while faculty members are exclusively encouraged to adopt the faculty reciprocal wellbeing improvement strategy outlined this study.

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APPENDICES

Appendix A: Descriptive Statistics

Appendix A1: Descriptive Statistics on Wellbeing Measures

	Administrator faculty vs non-dministrator faculty	N	Mean	Std. Deviation
Feeling about life as whole	Administrator faculty	51	5.55	1.301
	Non-administrator faculty	203	5.56	1.122
	Group total	254	5.56	1.157
Feeling about professional life as whole	Administrator faculty	51	4.61	1.588
	Non-administrator faculty	203	4.71	1.499
	Group total	254	4.69	1.515
Subjective_Wellbeing	Administrator faculty	51	3.8105	.74369
	Non-administrator faculty	203	3.7709	.77507
	Group total	254	3.7789	.76759
Positive mood states	Administrator faculty	51	3.1765	1.49273
	Non-administrator faculty	203	3.2315	1.46598
	Group total	254	3.2205	1.46858
Negative mood states	Administrator faculty	51	1.2157	1.28552
	Non-administrator faculty	203	1.7291	1.54166
	Group total	254	1.6260	1.50555
Affect balance scale	Administrator faculty	51	1.9608	2.41628
	Non-administrator faculty	203	1.5025	2.33648
	Group total	254	1.5945	2.35507

Appendix A2: Descriptive Statistics on Factors Affecting Wellbeing

Administrator faculty vs non-dministrator faculty		The extent of wellbeing facilitation	The extent of wellbeing diminishing	The extent of wellbeing obligation	The extent of wellbeing reliance and dependencies
Non-administrator faculty	Mean	3.1716	2.6371	3.6874	2.4557
	N	203	203	203	203
	Std. Deviation	.84836	.84920	.73212	.87059
	Std. Error of Mean	.05954	.05960	.05138	.06110
	Variance	.720	.721	.536	.758
Administrator faculty	Mean	3.5098	2.4461	3.8118	2.6471
	N	51	51	51	51
	Std. Deviation	.65099	.62911	.82405	.85026
	Std. Error of Mean	.09116	.08809	.11539	.11906
	Variance	.424	.396	.679	.723
Total	Mean	3.2395	2.5988	3.7124	2.4941
	N	254	254	254	254
	Std. Deviation	.82269	.81232	.75142	.86828
	Std. Error of Mean	.05162	.05097	.04715	.05448
	Variance	.677	.660	.565	.754

Appendix B: Parametric and Parametric Test for Difference Between Positive Mood States and Negative Moods States

Appendix B1: Parametric Test for Difference Between Positive Mood States and Negative Moods States Using the Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean Difference	Std. Deviation	Std. Error	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Sum of positive responses for positive mood states - Sum of positive responses for Negative mood states	1.6	2.36	.15	1.30	1.89	10.79	253	0.001

Appendix B2: Non-Parametric Test for Difference Between Positive Mood States and Negative Moods States Using the Wilcoxon Signed Ranks Test and Sign Test

	Z	**Asymp. Sig. (2-tailed)**		**N**	**Mean Rank**	**Sum of Ranks**
Sum of positive responses for positive mood states items - Sum of positive responses for negative mood states items	-8.89*	0.001*	Negative Ranks/differences[a]	180	123.37	22207.00
			Positive Ranks/differences[b]	50	87.16	4358.00
			Ties[c]	24		
			Total	254		
	-8.51**	0.001**				

a Feeling about professional life as whole < Feeling about life as whole.

b Feeling about professional life as whole > Feeling about life as whole.

c Feeling about professional life as whole = Feeling about life as whole.

* Test Statistics for Wilcoxon Signed Ranks Test Based on positive ranks.

** Test Statistics for Sign Test.

Appendix C: Parameter Estimates of Ordinal Logistic Regression

Appendix C1: Parameter Estimates of Ordinal Logistic Regression for Faculty Whole Life Wellbeing

		Estimate	Std. Error	Wald	df	Sig.	95% Confidence Interval	
							Lower Bound	Upper Bound
Threshold	[Whole_Life_Wellbeing = 1]	-3.302	1.229	7.226	1	0.007	-5.71	-0.895
	[Whole_Life_Wellbeing = 2]	-1.457	0.829	3.089	1	0.079	-3.081	0.168
	[Whole_Life_Wellbeing = 3]	-0.151	0.762	0.039	1	0.843	-1.645	1.343
	[Whole_Life_Wellbeing= 4]	0.541	0.753	0.516	1	0.473	-0.935	2.017
	[Whole_Life_Wellbeing= 5]	1.821	0.758	5.773	1	0.016	0.336	3.307
	[Whole_Life_Wellbeing = 6]	4.267	0.798	28.577	1	0.001	2.702	5.831
Location	Wellbeing_obligation	0.203	0.16	1.607	1	0.205	-0.111	0.517
	Wellbeing_reliance	-0.228	0.137	2.785	1	0.095	-0.496	0.04
	Wellbeing_facilitation	0.708	0.154	21.189	1	0.001	0.407	1.01
	Faculty_status	-0.116	0.299	0.151	1	0.698	-0.703	0.47

Link function: Logit.

Appendix C2: Parameter Estimates of Ordinal Logistic Regression for Professional Life Wellbeing

		Estimate	Std. Error	Wald	df	Sig.	95% Confidence Interval	
							Lower Bound	Upper Bound
Threshold	[Professional_Life_Wellbeing	-0.931	0.812	1.313	1	0.252	-2.523	0.661
	[Professional_Life_Wellbeing	0.54	0.74	0.532	1	0.466	-0.911	1.99
	[Professional_Life_Wellbeing	2.026	0.736	7.572	1	0.006	0.583	3.469
	[Professional_Life_Wellbeing	2.798	0.744	14.124	1	0.001	1.339	4.257
	[Professional_Life_Wellbeing	3.933	0.763	26.559	1	0.001	2.437	5.428
	[Professional_Life_Wellbeing	6.032	0.813	55.033	1	0.001	4.438	7.625
Location	Wellbeing_obligation	0.069	0.155	0.199	1	0.655	-0.234	0.372
	Wellbeing_reliance	-0.241	0.131	3.363	1	0.067	-0.498	0.017
	Wellbeing_facilitation	1.15	0.158	53.167	1	0.001	0.841	1.459
	Faculty_status	-0.464	0.287	2.618	1	0.106	-1.027	0.098

Link function: Logit.

Appendix C3: Parameter Estimates of Ordinal Logistic Regression for Faculty Subjective Happiness

		Estimate	Std. Error	Wald	df	Sig.	95% Confidence Interval	
							Lower Bound	Upper Bound
Threshold	[Subjective_Happiness = 1.00]	-4.284	1.203	12.691	1	0.001	-6.641	-1.927
	[Subjective_Happiness = 1.50]	-3.586	0.979	13.429	1	0.001	-5.504	-1.668
	[Subjective_Happiness = 1.75]	-2.469	0.796	9.63	1	0.002	-4.029	-0.91
	[Subjective_Happiness = 2.00]	-1.941	0.754	6.621	1	0.010	-3.42	-0.463
	[Subjective_Happiness = 2.25]	-1.751	0.744	5.54	1	0.019	-3.21	-0.293
	[Subjective_Happiness = 2.50]	-1.257	0.725	3.009	1	0.083	-2.678	0.163
	[Subjective_Happiness = 2.75]	-0.862	0.716	1.45	1	0.228	-2.264	0.541
	[Subjective_Happiness = 3.00]	-0.164	0.708	0.054	1	0.817	-1.552	1.224
	[Subjective_Happiness = 3.25]	0.454	0.707	0.411	1	0.521	-0.933	1.84
	[Subjective_Happiness= 3.50]	0.921	0.709	1.687	1	0.194	-0.469	2.31
	[Subjective_Happiness = 3.75]	1.266	0.711	3.171	1	0.075	-0.127	2.66
	[Subjective_Happiness = 4.00]	1.961	0.717	7.491	1	0.006	0.557	3.366
	[Subjective_Happiness = 4.25]	2.627	0.724	13.174	1	0.001	1.208	4.045
	[Subjective_Happiness = 4.33]	2.649	0.724	13.394	1	0.001	1.231	4.068
	[Subjective_Happiness = 4.50]	3.572	0.739	23.334	1	0.001	2.122	5.021
	[Subjective_Happiness = 4.75]	4.478	0.77	33.825	1	0.001	2.969	5.987
Location	Wellbeing_obligation	0.3	0.152	3.921	1	0.048	0.003	0.598
	Wellbeing_reliance	-0.424	0.129	10.795	1	0.001	-0.677	-0.171
	Wellbeing_facilitation	0.417	0.141	8.718	1	0.003	0.14	0.694
	Faculty_status	-0.011	0.278	0.001	1	0.970	-0.556	0.535

Link function: Logit.

Appendix C4: Parameter Estimates of Ordinal Logistic Regression for Faculty Positive Mood States Condition

		Estimate	Std. Error	Wald	df	Sig.	95% Confidence Interval	
							Lower Bound	Upper Bound
Threshold	[Positive_Affect = .00]	-0.475	0.746	0.405	1	0.524	-1.938	0.988
	[Positive_Affect = 1.00]	0.609	0.727	0.701	1	0.402	-0.816	2.034
	[Positive_Affect = 2.00]	1.341	0.727	3.402	1	0.065	-0.084	2.766
	[Positive_Affect = 3.00]	2.229	0.735	9.196	1	0.002	0.788	3.67
	[Positive_Affect = 4.00]	3.846	0.761	25.574	1	0.001	2.356	5.337
Location	Wellbeing_obligation	0.105	0.154	0.461	1	0.497	-0.198	0.407
	Wellbeing_reliance	-0.024	0.13	0.033	1	0.856	-0.279	0.232
	Wellbeing_facilitation	0.643	0.147	19.071	1	0.001	0.355	0.932
	Faculty_status	-0.295	0.286	1.067	1	0.302	-0.855	0.265

Link function: Logit.

Appendix C5: Parameter Estimates of Ordinal Logistic Regression for Faculty Negative Mood States Condition

		Estimate	Std. Error	Wald	df	Sig.	95% Confidence Interval	
							Lower Bound	Upper Bound
Threshold	[Negative_Affect = .00]	-1.075	0.728	2.181	1	0.140	-2.501	0.352
	[Negative_Affect = 1.00]	-0.133	0.725	0.033	1	0.855	-1.553	1.288
	[Negative_Affect = 2.00]	0.5	0.725	0.476	1	0.490	-0.921	1.922
	[Negative_Affect = 3.00]	1.637	0.734	4.968	1	0.026	0.198	3.077
	[Negative_Affect = 4.00]	3.275	0.796	16.921	1	0.001	1.715	4.835
Location	Wellbeing_obligation	0.047	0.155	0.09	1	0.764	-0.257	0.351
	Wellbeing_reliance	0.403	0.132	9.255	1	0.002	0.143	0.662
	Wellbeing_facilitation	-0.415	0.145	8.214	1	0.004	-0.698	-0.131
	Faculty_status	-0.559	0.292	3.666	1	0.056	-1.131	0.013

Link function: Logit.

Appendix C6:Parameter Estimates of Ordinal Logistic Regression for Faculty Affect Balance

		Estimate	Std. Error	Wald	df	Sig.	95% Confidence Interval	
							Lower Bound	Upper Bound
Threshold	[Affect_Balance = -5.00]	-4.138	1.207	11.754	1	0.001	-6.503	-1.772
	[Affect_Balance = -4.00]	-2.147	0.784	7.511	1	0.006	-3.683	-0.612
	[Affect_Balance = -3.00]	-1.261	0.733	2.961	1	0.085	-2.698	0.175
	[Affect_Balance = -2.00]	-0.624	0.717	0.758	1	0.384	-2.029	0.781
	[Affect_Balance = -1.00]	0.105	0.71	0.022	1	0.883	-1.287	1.496
	[Affect_Balance = .00]	0.654	0.71	0.849	1	0.357	-0.737	2.045
	[Affect_Balance = 1.00]	1.454	0.714	4.145	1	0.042	0.054	2.854
	[Affect_Balance = 2.00]	2.007	0.719	7.789	1	0.005	0.598	3.417
	[Affect_Balance = 3.00]	2.74	0.728	14.183	1	0.001	1.314	4.166
	[Affect_Balance = 4.00]	3.883	0.748	26.934	1	0.001	2.417	5.35
Location	Wellbeing_obligation	0.053	0.151	0.122	1	0.726	-0.244	0.349
	Wellbeing_reliance	-0.282	0.128	4.823	1	0.028	-0.533	-0.03
	Wellbeing_facilitation	0.625	0.144	18.83	1	0.001	0.343	0.908
	Faculty_status	0.31	0.28	1.223	1	0.269	-0.239	0.858

Link function: Logit.

Appendix D: Model Goodness of Fit Information

Appendix D: Model Goodness of Fit Information												
	Model Fitting Information						Goodness-of-Fit				Pseudo R-Square	
	Model	-2 Log Like	Chi-Square	df	Sig.		Chi-Square	df	Sig.	Cox and Snell	0.104
	Intercept (	681.699				Pearson	1203.85	1298	0.97	Nagelkerke	0.111
A	Final	653.68	28.019	4	0.001	Deviance	625.927	1298	1.00	McFadden	0.039
	Intercept (	845.505				Pearson	1328.43	1298	0.27	Nagelkerke	0.227
B	Final	782.225	63.28	4	0.001	Deviance	746.965	1298	1.00	McFadden	0.071
	Intercept (	1194.45				Pearson	3657.64	3468	0.01	Nagelkerke	0.097
C	Final	1168.74	25.706	4	0.001	Deviance	1122.16	3468	1.00	McFadden	0.021
	Intercept (	796.946				Pearson	1080.45	1081	0.50	Nagelkerke	0.091
D	Final	773.702	23.243	4	0.001	Deviance	734.048	1081	1.00	McFadden	0.028
	Intercept (	788.44				Pearson	1059.31	1081	0.68	Nagelkerke	0.084
E	Final	767.027	21.413	4	0.001	Deviance	732.003	1081	1.00	McFadden	0.026
	Intercept (	1061.33				Pearson	2031.16	2166	0.98	Nagelkerke	0.102
F	Final	1034.5	26.831	4	0.001	Deviance	993.46	2166	1.00	McFadden	0.024
	Link function: Logit.					Link function: Logit.				Link function: Logit.	
A = Whole life wellbeing											
B = Professional life wellbeing											
C = Subjective happiness											
D = Positive mood states											
E = Negative mood states											
F = Affect Balance											

Appendix E: Post Hoc Tests for Multiple Comparisons

Appendix E1: Tukey HSD Post Hoc Test (Dependent Variable: Sum of Positive Responses for Negative Mood States Items)

(I) Age	(J) Age	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
30 – 39 years	40 – 49 years	-.34167	.33897	.745	-1.2184	.5351
	50 – 59 years	.40295	.33947	.636	-.4751	1.2810
	60 years and above	.66190	.34451	.222	-.2292	1.5530
40 – 49 years	30 – 39 years	.34167	.33897	.745	-.5351	1.2184
	50 – 59 years	.74462*	.23101	.008	.1471	1.3421
	60 years and above	1.00357*	.23837	.000	.3870	1.6201
50 – 59 years	30 – 39 years	-.40295	.33947	.636	-1.2810	.4751
	40 – 49 years	-.74462*	.23101	.008	-1.3421	-.1471
	60 years and above	.25895	.23907	.700	-.3594	.8773
60 years and above	30 – 39 years	-.66190	.34451	.222	-1.5530	.2292
	40 – 49 years	-1.00357*	.23837	.000	-1.6201	-.3870
	50 – 59 years	-.25895	.23907	.700	-.8773	.3594

*. The mean difference is significant at the 0.05 level.

Appendix E2: Games-Howell Post Hoc Test (Dependent Variable: Sum of Positive Responses for Negative Mood States Items)

(I) Years of experience	(J) Years of experience	Mean Difference (I-J)	Std. Error	Sig.	80% Confidence Interval	
					Lower Bound	Upper Bound
Less than 5 years	5 – 9 years	.51202	.34549	.677	-.2890	1.3130
	10 – 14 years	.04364	.32002	1.000	-.6952	.7825
	15 – 19 years	.63864	.30475	.299	-.0658	1.3430
	20 - 24 years	.24489	.33784	.978	-.5378	1.0276
	25 years or more	.74625*	.31705	.183	.0139	1.4786
5 – 9 years	Less than 5 years	-.51202	.34549	.677	-1.3130	.2890
	10 – 14 years	-.46839	.33374	.725	-1.2431	.3063
	15 – 19 years	.12661	.31913	.999	-.6157	.8690
	20 - 24 years	-.26714	.35087	.973	-1.0830	.5488
	25 years or more	.23422	.33090	.980	-.5343	1.0027
10 – 14 years	Less than 5 years	-.04364	.32002	1.000	-.7825	.6952
	5 – 9 years	.46839	.33374	.725	-.3063	1.2431
	15 – 19 years	.59500	.29136	.327	-.0789	1.2689
	20 - 24 years	.20125	.32582	.989	-.5544	.9569
	25 years or more	.70261	.30421	.201	-.0005	1.4057

	Less than 5 years	-.63864	.30475	.299	-1.3430	.0658
	5 – 9 years	-.12661	.31913	.999	-.8690	.6157
15 – 19 years	10 – 14 years	-.59500	.29136	.327	-1.2689	.0789
	20 - 24 years	-.39375	.31083	.802	-1.1161	.3286
	25 years or more	.10761	.28810	.999	-.5591	.7743
	Less than 5 years	-.24489	.33784	.978	-1.0276	.5378
	5 – 9 years	.26714	.35087	.973	-.5488	1.0830
20 - 24 years	10 – 14 years	-.20125	.32582	.989	-.9569	.5544
	15 – 19 years	.39375	.31083	.802	-.3286	1.1161
	25 years or more	.50136	.32290	.632	-.2480	1.2507
	Less than 5 years	-.74625*	.31705	.183	-1.4786	-.0139
	5 – 9 years	-.23422	.33090	.980	-1.0027	.5343
25 years or more	10 – 14 years	-.70261	.30421	.201	-1.4057	.0005
	15 – 19 years	-.10761	.28810	.999	-.7743	.5591
	20 - 24 years	-.50136	.32290	.632	-1.2507	.2480

*. The mean difference is significant at the 0.2 level.

Appendix F: Correlations

Appendix F1: Correlation Between Whole Life Wellbeing and Professional Life Wellbeing

		Feeling about life as whole	Feeling about professional life as whole
Feeling about life as whole	Pearson Correlation	1	.665**
	Spearman's rho	1	.665**
	Sig. (2-tailed)	-	.001
	N	254	254
Feeling about professional life as whole	Pearson Correlation	.665**	1
	Spearman's rho	.665	1
	Sig. (2-tailed)	.001	-
	N	254	254

**. Correlation is significant at the 0.01 level (2-tailed).

Appendix F2: Correlation Between Extent of Wellbeing Facilitation and Extent of Wellbeing Diminishing

		The extent of wellbeing facilitation	The extent of wellbeing diminishing
The extent of wellbeing facilitation	Pearson Correlation	1	-.947**
	Spearman's rho	1	-.947
	Sig. (2-tailed)	-	.000
	N	254	254
The extent of wellbeing diminishing	Pearson Correlation	-.947**	1
	Spearman's rho	-.947	1
	Sig. (2-tailed)	.000	-
	N	254	254

**. Correlation is significant at the 0.01 level (2-tailed).

Appendix G: Behavioral Research Ethics

Appendix G1: Research Ethics Training Course Certificate

PANEL ON RESEARCH ETHICS
Navigating the ethics of human research

TCPS 2: CORE

Certificate of Completion

This document certifies that

RICHARD NYARKO

has completed the Tri-Council Policy Statement:
Ethical Conduct for Research Involving Humans
Course on Research Ethics (TCPS 2: CORE)

Date of Issue: **8 January, 2020**

Appendix G2: Behavioural Research Ethics Application Form (Original Application)

UNIVERSITY OF SASKATCHEWAN

Behavioural Application

For Internal Use Only

UnivRS Internal ID:

Date Received: Click here to enter a date.

PART 1: KEY INFORMATION

Title*: **Rethinking Improving the Department Heads-Faculty Members' Reciprocal Wellbeing.**

Level of Risk: * Minimal risk

Expected Start Date: * 2021-03-01

Expected End Date: * 2021-06-30

If applicable, explain why this application is time sensitive:

Project Personnel

Principal Investigator

Name:	NSID:	Email:	Phone:	Organization (Department):
Prof. Keith Walker		**keith.walker@usask.ca**	3062200614	Educational Administration

Sub-Investigator(s)

Name:	NSID:	Email:	Phone:	Organization (Department):

Student(s)

Name:	NSID:	Email:	Phone:	Organization (Department):

Richard Nyarko	RIN381	rin381@usask.ca	3062500425	Educational Administration

Primary Contact

Name:	NSID:	Email:	Phone:	Organization (Department):

Secondary Contact

Name:	NSID:	Email:	Phone:	Organization (Department):

Sponsor(s)

Sponsor:	Pending / Awarded

Agency(ies)

This project is funded: *

☐ Yes ☐ No

The funding supporting this project will be administrated at the University of Saskatchewan:

☐ Yes, complete Part A

☐ No, complete Part B

Part A: For Grants and Contracts administered by the U of S:

Project Application(s) Directly Associated with the Fund(s) Supporting this Project

Specify the UnivRS internal ID# (for pending grants or contracts): **N/A**

Project(s) Directly Associated with the Fund(s) Supporting this Project

Specify the UnivRS internal ID# (for awarded grants or contracts): **N/A**

Part B: For Grants or Contracts not administered by the U of S:

Agency:	Pending / Awarded

N/A	**N/A**

Location(s) Where Research Activities Are Conducted

Enter every location where this research will be conducted under this Research Ethics Approval: *
Universtiy of Saskatchewan Campus, Saskatoon SK.

Country(ies):* List all countries where you will be conducting your research under this Research Ethics Approval: **Canada**

If this project will be conducted within schools, health regions, or other organizations, specify how you will obtain permission to access the site. Submit a copy of the certificate or letter of approval when obtained. **N/A**

If you do not plan to seek approval, provide a justification: **N/A**

Other Ethics Approval

This project has applied for/received approval from another Research Ethics Board(s) * ☐ Yes ☐ No

If 'yes', identify the other Research Ethics Board(s): **N/A**

Conflict of Interest

Confirm whether any member of the research team or their immediate family members will:

Receive personal benefits over and above the direct costs of conducting the project, such as remuneration or employment: *	☐ Yes ☐ No
Receive significant payments from the Sponsor such as compensation in the form of equipment, supplies or retainers for ongoing consultation and honoraria: *	☐ Yes ☐ No
Have a non-financial relationship with the Sponsor such as unpaid consultant, board membership, advisor or other non-financial interest: *	☐ Yes ☐ No
Have any direct involvement with the Sponsor such as stock ownership, stock options or board membership: *	☐ Yes ☐ No
Hold patents, trademarks, copyrights, licensing agreements or intellectual property rights linked in any way to this project or the Sponsor: *	☐ Yes ☐ No
Have any other relationship, financial or non-financial, that if not disclosed, could be construed as a conflict of interest: *	☐ Yes ☐ No

If yes was answered to any question(s), explain the personal benefit(s) and how the conflict will be managed: **N/A**

Part 2: PROJECT OVERVIEW

Project Overview

Summarize this project, its objectives and potential significance: *

Objectives

The purpose of the study is to examine the mutual relationship between heads of departments and faculty members in respect to wellbeing, particularly, regarding how they are responsible for or contribute (positively and negatively) to one another's wellbeing. The study will seek to provide answers to the following research questions that drive the objectives of the study.

1. **What is the nature of the statistical differences in wellbeing between leaders and followers; if any, where is the variability found?**
2. **To what extent do department heads believe they are responsible for the wellbeing of faculty members and what are their perceived impacts on the wellbeing levels of the faculty members?**
3. **To what extent do faculty members rely on their department heads for their wellbeing and what are the perceived impacts on the wellbeing levels of the faculty members?**
4. **In what ways and to what extent do department heads and faculty members directly diminish the wellbeing of one another?**
5. **In what ways and to what extent do department heads and faculty members facilitate or directly contribute to the wellbeing of one another?**

Significance

1. **The study will provide key facts that give invaluable insight into current everyday practices in workplace and how these can contribute towards improving workplace wellbeing.**
2. **Findings of the study will shed insight on what department heads and faculty members need to pay attention to while interacting with each other – improving on certain actions that facilitate wellbeing and minimizing or desisting from some other actions that diminish wellbeing.**
3. **This study will create a framework that provides a new direction of study into wellbeing which will serve as a basis for academicians and research to explore further into this new way of rethinking wellbeing.**
4. **The study will provide insight to university management on other things to do to best uphold their sustained commitment to wellbeing while they interact with faculty and insist on performance.**
5. **The study will increase awareness of both the department head and faculty member on their contributions (positively or negatively) to wellbeing while they interact, cooperate, or work together towards organizational goal.**

Provide a description of the research design and methods to be used: *

This is a case study that will employ a mixed method for a cross-sectional survey. One survey will be conducted for both heads of department and the faculty members. I will

use a mix method study design, particularly the sequential explanatory designs. Here, I will collect qualitative data to elaborate on or explain the results from quantitative findings that would come out of the study. The idea is not to generalize the qualitative results to the specified population but to be connected to quantitative findings. Online surveys (questionnaires) will be used to collect quantitative data while teleconferencing will be used to collect qualitative data during a focus group discussion. I intend to use digital recording to collect my data from the focus group (interpretation panel or expert panel) while taking notes as well.

Duration and Location of Data Collection Events

Outline the duration and location of data collection for the following, if applicable:

Audio/Video Recording(s): **60 minutes, Saskatoon**

Ethnography: **N/A**

Focus Group(s): **60 minutes, Saskatoon.**

Group Interview(s): **60 minutes, Saskatoon**

Home Visit(s): **N/A**

Individual Interview(s): **N/A**

Non-Invasive Physical Measurement(s): **N/A**

Participant Observation: **N/A**

Questionnaire(s): **30 minutes, Saskatoon**

Secondary Use of Data or Analysis of Existing Data: **N/A**

Other: **N/A**

Internet-Based Interaction

Confirm whether this project will involve internet-based interactions with participants, including e-mails: *	☐ Yes ☐ No

If a third party research or transaction log tool, screen capturing or website survey software or masked survey site is used, describe how the security of data gathered at those sites will be ensured: **The security of data gathered via screen capturing and website survey will be protected by keeping in safe or secured folder with a strong password protection.**

Describe how permission to use any third party owned site(s) will be obtained: **N/A**

If participants may be identified by their email address, IP address or other identifying information, explain how this information will remain private and confidential: **I will be solely responsible for data collection and storage, and only I will have access to raw data that may include information that would identify participants.**

Anonymity and Confidentiality

Confirm whether participants will be anonymous in the data gathering phase of the project: *	☒ Yes ☐ No

If 'No' was answered to the previous question, explain how the confidentiality of participants and their data will be protected, and include whether the research procedures or collected information may reasonably be expected to identify an individual: **N/A**

Identify any factors that may limit the researchers' ability to guarantee confidentiality:

Limits due to the nature of group activities, such as a focus group where the project team cannot guarantee confidentiality:	☒ Yes ☐ No
Limits due to context: individual participants could be identified because of the nature or size of the sample:	☐ Yes ☒ No
Limits due to context: individual participants could be identified because of their relationship with the project team:	☐ Yes ☒ No
Limits due to selection: procedures for recruiting or selecting participants may compromise the confidentiality of participants, such as those referred to the project by a person outside the project team:	☐ Yes ☒ No

Other confidentiality limits: **N/A**

Risks and Benefits

Explain the psychological, emotional, physical, social or legal harms that participants may experience during or after their participation: **There is no potential risk of psychological, emotional, physical, social or legal harms that participants may experience during or after their participation.**

Describe how the above risks will be managed. If appropriate, identify any resources to which they can be referred: **N/A**

Describe the likely benefits of the research that may justify the above risk(s): **N/A**

Part 3: Community Engagement

Aboriginal Peoples and Community Engagement

Aboriginal communities, peoples, language, culture or history is the primary focus of this project: *	☐ Yes ☒ No
Aboriginal people will comprise a sizable proportion of the larger community that is the subject of research even if no Aboriginal-specific conclusions will be made: *	☐ Yes ☒ No ☐ Not Applicable

There is an intention to draw Aboriginal-specific conclusions from this project: *	☐ Yes ☐ No
This project will involve community-based participatory research: *	☐ Yes ☐ No
There will be a research agreement between the researcher and community:	☐ Yes ☐ No

Aboriginal Engagement and Community-Based Participatory Research

If 'yes' was answered to any of the above questions, complete the following:

Outline the process to be followed for consulting with the appropriate community: **N/A**

Describe the organizational structure and community processes required to obtain approval within the specific community(ies): **N/A**

Describe any customs and codes of research practice that apply to the particular community(ies) affected by the project: **N/A**

Describe how the research plan will consider mutual benefit to the participating community(ies), support capacity building through enhancement of the skills of community personnel and the recognition of the role of elders and other knowledge holders: **N/A**

Describe how the community representatives will have the opportunity to participate in the interpretation of the data and the review of research findings before the completion of any reports or publications: **N/A**

Describe how the final project results will be shared with the participating community(ies): **N/A**

PART 4: RECRUITMENT AND CONSENT

Participant Recruitment

Indicate the expected number of participants and provide a brief rationale for the number: *

355 participants will be expected to participate in the study. This figure has been chosen to ensure representative sample and adequate generalization on the population as well as ensuring validity and reliability.

Describe the criteria for including participants: * **The criteria include being either a faculty member or head of department and affiliated to the University of Saskatchewan.**

Describe the criteria for excluding participants: * **Participants will be excluded from the study if either one or both of the following criteria describe them:**

1. **Not a faculty member or head of department**
2. **Not affiliation to the University of Saskatchewan**

Provide a detailed description of the method of recruitment, such as how and whom will identify and contact prospective participants: * **I will obtain participants contact information such as email, phone number and name from any designated authority in the University of Saskatchewan only.**

If the project involves vulnerable, distinct, or cultural groups, or if the project is above minimal risk, describe the research team's experience or training in working with the population: **N/A**

Explain any relationship between the researchers and the participants, including any safeguards to prevent possible undue influence, coercion, or inducement: * **There is no relationship between the participants and I, except for the normal student-teacher relationship. The study is about faculty. There is a possibility that a faculty member whom I have taken a class with will be drawn into the sample. However, this cannot cause any undue influence, coercion or inducement.**

Provide the details of any compensation or reimbursements offered to the participants:

Consent Process

Describe the consent process: **Participants will be made to consent to their participation in the survey. A consent form authorized by the University of Saskatchewan Research Ethics Board will be given to participants to read and accept; indicating that they have given consent to participate in the study.**

Specify who will explain the consent form and consent participants: * **I will explain the consent form and consent participants.**

Explain where and under what circumstances consent will be obtained from participants: * **At any point where participants will be involved in the study, their consent will be obtained.**

Describe any situation where the renewal of consent might be appropriate and how it may be obtained: * **The renewal of consent might be appropriate when participants are needed to participate again at another point in the study process or when they are needed to participate in some other section of the study which was not communicated in the earlier consent form. A consent form authorized by the University of Saskatchewan Research Ethics Board will be given to participants to read and accept; indicating that they have renewed their consent to participate in the study.**

If deception of any kind will be used, justify its use, describe the protocol for debriefing and re-consenting participants upon completion: * **There will be no deception for participants to be debriefed and re-consent upon completion.**

If any of the participants are not competent to consent, describe the process by which their capacity or competency will be assessed, identify who will consent on his/her behalf (including any permission or information letter to be provided to the person or persons providing alternate consent), as well as the assent process for participants:

Describe how and when participants will be informed about their right to withdraw, including the procedures to be followed for participants who wish to withdraw at any point during the project: * **Before the survey, participants will be informed about their right to withdraw at any time without following any procedure.**

PART 5: SECURITY AND STORAGE

Data Security and Storage

Identify the research personnel responsible for data collection: * **: I will be solely responsible for data collection.**

Specify who will have access to raw data, which may include information that would identify participants: * **The principal investigator and I will be the sole persons who will have access to raw data that may include information which would identify participants.**

Describe the data storage plans, including the arrangements for preventing the loss of data: * **The security of data gathered will be protected by keeping in safe or secured folder with a strong password protection. The data will be saved safely on the University of Saskatchewan secure cabinet. A copy of the de-identifiable data will be backed up in paws. I will also have it stored on my external hard drive and online drive (i.e., google drive).**

Confirm whether the Principal Investigator will be responsible for data storage: *	☐ Yes ☐ No

If no, specify the reasons and indicate who will be responsible for data storage:

Specify how long data will be retained: * 5 years minimum as per University of Saskatchewan Guidelines

If other, specify duration and provide justification: **N/A**

Explain how the collected data is intended to be published, presented, or reported: * **The data will be reported unanimously and results will be generalized for the whole group.**

Describe the final disposition of research materials: * **Complete physical destruction of all copies of the materials or the identifiable portion of such materials after a 5-year required recipient retention period, following the University of Saskatchewan guidelines.**

State whether data will be transferred to a third party: *	☐ Yes ☐ No

Organization(s) where data will be transferred: **N/A**

Indicate how data will be transferred to the third party: **N/A**

If other, please specify: **N/A**

PART 6: DECLARATION OF PRINCIPAL INVESTIGATOR

By submitting this application form, the Principal Investigator (PI) attests to the following:

- the information provided in this application is complete and correct.
- the PI accepts responsibility for the ethical conduct of this project and for the protection of the rights and welfare of the human participants who are directly or indirectly involved in this project.
- the PI will comply with all policies and guidelines of the University and affiliated institutions where this project will be conducted, as well as with all applicable federal and provincial laws regarding the protection of human participants in research.
- the PI will ensure that project personnel are qualified, appropriately trained and will adhere to the provisions of the Research Ethics Board-approved application.

- that adequate resources to protect participants (i.e., personnel, funding, time, equipment, and space) are in place before implementing the research project, and that the research will stop if adequate resources become unavailable.
- any changes to the project, including the proposed method, consent process or recruitment procedures, will be reported to the Research Ethics Board for consideration in advance of implementation.
- will ensure that a status report will be submitted to the Research Ethics Board for consideration within one month of the current expiry date each year the project remains open, and upon project completion.
- if personal health information is requested, the PI assures that it is the minimum necessary to meet the research objective and will not be reused or disclosed to any parties other than those described in the Research Ethics Board-approved application, except as required by law.
- if a contract or grant related to this project is being reviewed by the University or Health Region, the PI understands a copy of the application, may be forwarded to the person responsible for the review of the contract or grant.
- if the project involves Health Authority resources or facilities, a copy of the ethics application may be forwarded to the Health Authority research coordinator to facilitate operational approval.

DOCUMENT(S)

Please provide a list of documents that are being submitted along with this application: e.g. Consent forms, questionnaires, interview questions, data collection sheets, recruitment materials. **Consent form (individual), consent form (focus group), transcripts release form, recruitment poster, questionnaire, and TCPS 2: Core certificate.**

Appendix G3: Response to Behavioural Ethical Review Questions

Hello [redacted],
Please find my responses to the questions provided under each of the questions and highlighted in yellow and boldened.

> The following Notice of Ethical Review is sent on behalf of the Behavioural Research Ethics Board:
>
> Thank you for your application for your project entitled: "Rethinking Improving the Department Heads-Faculty Members' Reciprocal Wellbeing" (Beh ID 2554). Please address the following questions:
>
> **Application for Behavioural Research Ethics Review**: Your response to the questions below may be addressed within a return email. Please do not resubmit the application.
>
> Face to Face Research Activities: Please note that due to the high level of COVID cases, the REB is currently not approving any face to face research activities. Please refer to https://covid19.usask.ca/faculty-staff/index.php for up-to-date information on research restrictions due to COVID-19. Once the REB allows the resumption of face to face research activities, you can submit a COVID safety plan to be approved by the REB via the Amendment process. This amendment must include a clear consideration of any potential risk arising due to the conduct of the research during the COVID pandemic. If you intend to submit the ethnographic observations at a later date via the Amendment process, please just mark any questions about those as "N/A".

Data Collection:

a. You identify the use of both Focus Groups and Group Interviews. Please confirm whether these will be the same activity or different.

Yes, those were indicated BUT focus groups and group interviews NOW no longer applicable to this study. Those activities have dropped from the study, after further consultation with Dr. Walker and Committee

b. It is helpful for the REB to be aware of all individuals who will interact with the raw data. Given that you intend to record the data collection, please identify who will transcribe the recordings, including a confirmation that they will sign a confidentiality agreement, if a third party. Please also include this information in all relevant consent forms.

As with "a." (above) recordings and transcripts NOW no longer applicable to this study since focus groups activities have been dropped from the study.

c. Please identify which online platform you will use to host your survey (e.g., SurveyMonkey).

We will use Canadian Hub for Applied and Social Research (CHASR) and their Voxco. This had not been confirmed at time of original submission to REB.

Use of Zoom and Webex:

a. Please note that Zoom is NOT supported by USask ITS and it is not considered by ITS to be as secure as Webex. That being said, the Behavioral REB recognizes that Zoom may be a preferred tool for community-based research. At this time, a basic or free account cannot be used for collection of identifiable information from participants. Interviews where an individual is recognizable, but little sensitive information is discussed may be done with a Zoom Pro account, while Webex or Zoom Healthcare are required for the collection of personal health information or the collection of sensitive information from vulnerable populations. The Behavioral REB will approve research using Zoom in the following situations:
    a. Please provide your rationale for why Zoom is the best option for your research.
    As above, the use of Zoom and Webex no longer applicable to this study. The purpose of using Zoom was to host focus groups activities, but that part of the study has been dropped.
    b. Please confirm that you or your unit has purchased a Zoom Pro or Zoom Healthcare account.
    No longer applicable (as above)

    c. Please confirm that you will use the latest release of Zoom.
    No longer applicable

    d. Please note that we have attached a guidance document on the secure use of Zoom.
    N/A

b. Please confirm that you will appropriately configure Zoom and Webex to ensure that uninvited guests are not able to attend the focus groups, whether by using scheduled meetings with a password, or an appropriately secured personal meeting rooms.

No longer applicable, focus groups activities section of the study has been dropped.

c. Please confirm that you will not use cloud session recording and that the local session recording will be saved to a USask managed device (i.e., not a personal computer or device).

No longer applicable, focus groups activities section of the study has been dropped.

d. Please confirm that you will move the data to OneDrive or Datastore for long term storage and that access will be restricted to appropriate parties.

No longer applicable, focus groups activities section of the study has been dropped.

e. Please note that more information on Webex can be found here.

N/A

f. If you have any questions, please consult IT for advice on how to configure WebEx to ensure that the online data collection is secure and private.

N/A

Email-based Interaction:
Please confirm whether you will use email to schedule the data collection.
No longer applicable with respect to focus groups (not using focus groups) but survey invitations will be sent via CHASR and through their Voxco software. Those e-mails will be harvested through public and accessible websites.

If so, please confirm the following:

a. that no group emails will be sent to the participants. Group emails have been the cause of privacy breaches and caution is advised.

Confirming this NOW. Emails will only be sent to participants individually, and NOT in groups or group emails so as to prevent privacy breaches.

b. that the emails will be securely stored separately from the data.

Yes, confirming that the emails will be securely stored separately from the data.

Confidentiality:

a. Please note that given the direct interaction between the participants and researcher during the focus groups, anonymity for these participants will be impossible.

No longer applicable as focus group activities have been dropped.

b. Please describe how you will maintain the confidentiality of the focus group participants in publications and reports. Will you de-identify (i.e., permanently remove all direct and indirect identifiers from the data, but maintain a master-list that would allow for the re-identification of the data) or anonymize (i.e., permanently remove all direct and indirect identifiers from the data, but not maintain a master-list that would allow for re-identification) the data? Or will you mask it using pseudonyms in publications, while leaving any identifiers in the data itself?

No longer applicable as focus group activities have been dropped.

c. If you will maintain a master-list connecting the focus group participants' identities to their pseudonym or code in the data sheet, please describe how you will store the master-list (noting that the REB expects it to be stored separately from the data) and for how long (noting that it does not need to be kept for the full five-year retention period). Please include this information in the focus group consent form.

No longer applicable as focus group activities have been been dropped.

d. Please confirm that the videoconference will be conducted in a private area of the home that will not be accessible by individuals outside of the research team during the

interview. Please also include this information in the consent form, including a recommendation that the participants do likewise.

No longer applicable as the focus group activities have been dropped. The purpose of the videoconference was to host the focus group activities, but the focus groups activities do not form part of the study anymore.

e. Please confirm whether the survey participants and their data will be anonymous.

Yes, participants will be required to respond to survey questions anonymously and they will not provide any information that will identify them or any other person. If a participant provides any information that might identify them or another person or group, that information will be permanently deleted from the data. The data will be reported anonymously by aggregating the results and findings so that it will not be possible to identify individuals. Because the participants for this research project have been selected from a large group of people, it is not possible for participants to be identified by other people based on their responses, albeit their statements for open-ended questions may be quoted but anonymously quoted, any possible revelation of identity (person or group) will be deleted immediately from data set.

Potential Risks and Benefits:

You state in the application that there are no risks to the participants. But the questionnaire will probe their sense of wellbeing. This could lead to distress, particularly given the pandemic. Please describe how you will manage this potential for distress. At a minimum the participants should be given the option to contact EAP, e.g., "Although no risks are anticipated, if you should feel discomfort or other concerns with your wellbeing, please contact the EAP for the University of Saskatchewan at 3069664300 or toll-free at 1-844-448-7275".

The following statement will be included to follow this foresighted advice with offers that there may be minimal risk to participants given the topic of wellbeing and their personal reflections on wellbeing. Therefore we will include:

"Although no risks are anticipated, if you should feel discomfort or other concerns with your wellbeing, please contact the EAP for the University of Saskatchewan at 306-966-4300 or toll-free at 1-844-448-7275."

Potential Risks Associated with Remote Data Collection: Please ensure that the interviewer will explicitly ask, at regular intervals and at the end of the interview, if the participant is experiencing any stress or discomfort.

No longer applicable as focus group activities have been dropped from the study.

Aboriginal Engagement:

Please clarify whether there may be incidental enrolment of Aboriginal participants in this research.

Yes, there may be incidental enrolment of Aboriginal participants in this research. The study will recruit participants from Usask faculty irrespective of their demographic background. Since some responding faculty may be Aboriginal, it is possible that incidental enrollment

may take place. We will not know if this is so, however, because the survey is anonymous and there are no items that would indicate this particular demographic or responder characteristic.

Please also confirm that Aboriginal participants will not be explicitly excluded.
All participants are recruited using inclusion and exclusion criteria. If any Aboriginal participant or anyone else, meets the inclusion criteria (faculty member), they will be invited to participate in the study. On the other hand, if an Aboriginal person fall into the exclusion criteria (other employee groups), they will not be permitted to participate in the study. This does not constitute explicit exclusion or deliberate exclusion of Aboriginal participants.
The criteria for including participants include being either a faculty member or head of department and affiliated to the University of Saskatchewan. The criteria for excluding participants is such that participants will be excluded from the study if either one or both of the following criteria describe them:
1. Not a faculty member or head of department (of course, heads are faculty members – dual role)
2. Not affiliation to the University of Saskatchewan

Recruitment:

a. Please identify how many participants in total you intend to recruit for the focus groups.

No longer applicable as focus group have been dropped.

c. Please identify how many participants will attend a focus group. Will you separate the focus groups into categories, such as faculty and heads of departments?

No longer applicable as focus groups have been dropped.

d. Please clarify how you will access the contact information of the prospective participants.

The participants contact information will be harvested from the web (publically accessible sites). The emails of the Heads of Departments can directly be obtained from the webpage of their departments at the Usask website. Each department typically publishes the lists of their faculty members on their webpage. These lists usually contain contact information of faculty which will be harvested.

e. What do you mean that a "designated authority" will provide you with the contact information?

Should there be a difficulty harvesting the contact information because e-mails are not published then a recourse will be to either omit those prospective respondents from invitation or consult with College (Dean, Associate or Assistant Dean or Department Head who would be "designated authority." This would be done to determine if there might be an alternate source for publically accessible e-mails or list of members – who could then be searched using "people" search on University of Saskatchewan website.

Compensation:
The posters states "Participants will receive compensation in appreciation of their time". The application for does not mention any such compensation. Please describe.

On reflection, we will not use word "compensation" but we will provide incentive – at the end of the survey, respondents will be directed via to an optional and separate from data dialogue box where they will be invited to provide their e-mail. Those e-mails will then be subject to a random draw for coffee cards. Subject to the above, we will create a separate survey/form that would collect people's contact information for entry into an incentive draw, or to contact them about an incentive that would not be linked to their data. The initial survey would re-direct automatically to this separate form but would not carry over any data or identifying information.

Consent:

a. Please describe how survey participants will receive the consent form (e.g., it will be the first page of the survey).

The consent form will be the first page of the survey. The participants will be asked to read and proceed to the survey by checking "I consent" if they consent to participate, otherwise they cannot access the survey link if they check "I do not consent."

b. Having survey participants sign the survey consent form and then sending them the link negates that anonymity (or limits their confidentiality) and would be difficult logistically. Please consider instead embedding the link to the survey in the email invitation and then having the survey consent form as the first page of the survey. Please confirm.

Yes, we confirm that survey consent form will be displayed at first page the survey and the link to the survey will be embedded in the email invitation.

c. Please describe the consent process for focus group participants.

No longer applicable, focus groups have been dropped.

d. Please clarify what you mean by "The renewal of consent might be appropriate when participants are needed to participate again at another point in the study process or when they are needed to participate in some other section of the study which was not communicated in the earlier consent form". Are there aspects to this study that have not been included in this application?

All the aspects of the study have been included in this application. The renewal of consent will not be applicable to this study anymore. Renewal of consent was planned for focus group activities which ought to be sequential but focus group activities have been dropped.

Data Security and Storage:

a. The storage of the data may be problematic, since the PI will be a professional colleague of the participants and may learn private information about them. It would be preferable to find an unconflicted third party to store the data. Please consider

having CHASR store the data on your behalf. Otherwise, there should be a strong statement in the consent forms that the PI will be storing the data, and what this will mean for the privacy of the participants.

Thank you for this consideration. Because we have dropped the originally proposed focus group data collection – none of the data will contain identifiable descriptors. We will receive SPSS data files (mainly numbers). Where there are alpha-text – these will be immediately scrutinized by graduate student to ensure that no person or group identifying descriptors are used. In any case CHASR will hold these data and provide data files for our analyses.

b. Please note that the University of Saskatchewan policy requires that the Principal Investigator store the research data collected as part of a student project. Please confirm that the PI will store the electronic data on their Usask computer (even during collection and analysis). They can share the data through their Usask DataStore or OneDrive accounts with the student, who will be able to access the data remotely without the need to store it on their own computer.

Yes, we confirm that the PI will store the data files on his Usask computer during collection and analysis through his Usask DataStore or OneDrive accounts.

c. Please note that using personal cloud storage (such as Google Drive) to store research data is not appropriate. Please confirm that you will only use the PI's USask supported cloud storage, i.e., Datastore or OneDrive.

We will use the PI's USask supported cloud storage (i.e., OneDrive) to store the data.

d. Please describe how you intend to publish your findings (e.g., thesis, book chapter, journal article, conference paper).

The data collected will be disseminated in thesis. That is, the findings will be published in Thesis and subsequent publications.

Storage of Data in the Home:

a. Please describe your storage and security plan for research data that may be temporarily stored in a home due to the COVID-19 pandemic.

b.

Graduate student has computer with a strong password protection which is not accessible to anyone apart from himself. He may use this secure password protected device to temporally store the data at home while working on the research at home due to the COVID-19 pandemic.

c. Please confirm that you will use a USask cloud storage service (i.e., Datastore, OneDrive) to back up any data stored in a device in your home.

The data that may be stored on this device in my home will be backed up on USask cloud storage service, OneDrive.

d. Please confirm that electronic devices temporarily used in the home due to the COVID-19 pandemic will be secure password-protected dedicated research devices not accessible by individuals outside of the research team.

The electronic device dedicated for this research is secured with a strong password protection which is not accessible only to researcher.

e. Please include all the above information in the relevant consent forms.

All the above have been included in the relevant consent form in the statement below:

The electronic device dedicated for this research is secured with a strong password protection which is not accessible to anyone but researcher. Researcher will use this secure password protected device to temporally store the data at home while working on the research at home due to the COVID-19 pandemic. The data that may be stored on this device will be backed up on USask cloud storage service, OneDrive.

Participant Documents:

Please provide the questions or topics for the focus group. If these will be drafted based on the responses to the questionnaire, please confirm that you will submit an Amendment, once they are ready and before they are used.

No longer applicable as focus groups have been dropped.

Recruitment Poster

Please clarify whether the phone number provided for the student researcher is personal. The REB strongly recommends using USask contact information only (personal cell numbers not advised), to safeguard the safety and privacy of the researcher. If this is not possible, please consider using or purchasing a temporary cell number dedicated to this study, which can then be abandoned, once the study has been completed.

The principal researcher currently has a University of Saskatchewan business phone (has not had an office phone for many years). Under new university policy – this phone will become a personal phone when the contract term has expired. The student has a personal cell phone which will be used but could be disposed or number changed if problem arises.

Please include a link to the survey in the poster along with a statement advising participant to click the link to access the survey.

This amendment has been made accordingly in the recruitment poster.

If feasible, please consider using separate recruitment posters for the Department Heads and the Faculty Members, with the content tailored to each.

This will be done.

Survey Consent Form

Procedures:

a. Please remove the following statement, "A link to an online survey will be sent to you. You will be asked to confirm whether you consent to participating in the study".

The following statement has been removed accordingly:

"A link to an online survey will be sent to you from Canadian Hub for Applied and Social Research (CHASR). You will be asked to confirm whether you consent to participating in the study."

b. Please include an identification of the online platform that will host the survey, along with a link to its privacy policy.

This survey is hosted by Voxco, a Canadian-owned and managed company whose data is securely stored in Canada (see Voxco's Privacy Policy).

Confidentiality:

Please revise the statement "You are also assured that no identifiable information about you will be disclosed in the reporting or dissemination of the research findings" to indicate that you will not collect identifiable information. As it is currently written, this statement suggests that you will.

The statement in quote has been revised and written as: "You are also assured that no information about you will be known or identified in the reporting or dissemination of the research findings."

Storage of Data: Please include an identification of who will store the electronic and physical data (i.e., the PI).

We don't believe this statement will be necessary given that only survey method will be used NOW.

Consent: Please replace the current consent section with the following statement, "By completing and submitting this questionnaire, your **free and informed consent is implied** and indicates that you understand the above conditions of participation in this study."

The current consent section has been replaced with the statement "By completing and submitting this questionnaire, your **free and informed consent is implied** and indicates that you understand the above conditions of participation in this study."

Focus Group Consent Form

Please include the following information about your intended use of Zoom and Webex:

- An identification of what online platforms you will use along with a link to the privacy policies of the platforms.

Not applicable, focus group activities section of the study has been dropped.

- An identification of the location of the platform's servers and what data if any is stored outside of Canada.

Not applicable, focus group activities section of the study has been dropped.

- A statement advising participants that no guarantee of privacy of data can be made with any of the platforms currently in use.

Not applicable, focus group activities section of the study has been dropped.

- If the interview is being recorded, a statement advising participants whether audio or video (or both) are being used and whether there is an option if the participants would like to participate by phone.

Not applicable, focus group activities (group interview) section of the study has been dropped.

- A statement informing the participants that the recording will be saved to a local USask-managed computer rather than to the cloud and the security protections (encrypted) for that recording.

Not applicable, focus group activities section of the study has been dropped.

- A statement that participants agree not to make any unauthorized recordings of the content of a meeting / data collection session,

Not applicable, focus group activities section of the study has been dropped.

- In the case of focus groups or group meetings, a reminder to participants that researchers cannot guarantee that all participants will refrain from recording the session.

Not applicable, focus group activities section of the study has been dropped.

Procedures:
Typically, focus group participants do not receive the option of reviewing and revising their contributions, since any changes may affect or even invalidate the contributions of others (due to the contextual and conversation nature of the information). In light of this, please remove the following statements, "After the focus group activity, you will be given the complete transcript of my personal participation in the focus group activity of this study for your review. You will be provided with the opportunity to add, alter, and delete information from the transcript as appropriate. You will be asked to authorize the release of this transcript to Richard Nyarko to be used in the manner described in the Consent Form."

Not applicable, focus group activities section of the study has been dropped.

Confidentiality:

a. Please replace all instances of “anonymously” with “confidentially”.

Not applicable, focus group activities section of the study has been dropped. However, this correction has been made for the survey consent form.

b. Please include the following statement, “Please also be aware that others may not respect your confidentiality”.

Not applicable, focus group activities section of the study has been dropped.

c. Please include a statement advising the participants whether you will identify the University of Saskatchewan in the publications as the location of the research.

Not applicable, focus group activities section of the study has been dropped.

d. Please include a statement advising the participants that the PI will have access to the recordings and so may be able to identify participants and colleagues.

Not applicable, focus group activities section of the study has been dropped.

Storage of Data: Please include an identification of who will store the electronic and physical data (i.e., the PI).

The principal investigator will securely store data files, as will Canadian Hub for Applied and Social Research (CHASR). There are no physical data.

Follow up: Please consider including a statement advising the participants of an approximate date when the results are likely to be available.

The following statement has been made to this effect: “Please note that the results of the study will be available the Fall of 2021.”

Consent:

a. Please delete the following. Participants who do not wish to take part in this study can indicate this by not submitting a consent form. They shouldn’t feel as though they have to submit one, if they don’t want to take part.
   “Select the appropriate options from below:
   (a) I consent participate in the focus group activity.
   (b) I do not consent to participate in the focus group activity.”

Not applicable, focus group activities section of the study has been dropped.

b. Given the remote data collection, please consider providing participants with the option of giving oral consent. If so, please include the following.

Oral Consent:

I read and explained this consent form to the participant before receiving the participant's consent, and the participant had knowledge of its contents and appeared to understand it.

Name of Participant	*Researcher's Signature*	*Date*

The consent has been included in the survey consent form (first page of survey).

Not applicable since the focus groups activities section of the study have been dropped.

Please note that your research project cannot begin until you have received a certificate of approval from the Behavioural Research Ethics Board.
Noted: Research will not commence until a certificate of approval from the Behavioural Research Ethics Board has been received

Your response to the questions above may be addressed within a return email. Please also resubmit revised appendices with revisions highlighted or marked in bold. You may send your response to nick.reymond@usask.ca, copying joni.aschim@usask.ca.

The following relevant appendix documents have been revised and will be resubmitted:

- Survey Consent Form
- Recruitment Poster for Department Heads
- Recruitment Poster for Faculty Members

The revised sections are highlighted in yellow.

Regards,

Richard

Appendix G4: Ethics Approval Certificate

UNIVERSITY OF SASKATCHEWAN

Behavioural Research Ethics Board (Beh-REB) 19-Apr-2021

Certificate of Approval

Application ID: 2554

Principal Investigator: Keith Walker

Department: Department of Educational Administration

Locations Where Research Activities are Conducted: Universtiy of Saskatchewan Campus, Saskatoon SK., Canada

Student(s): Richard Nyarko

Funder(s):

Sponsor: University of Saskatchewan

Title: Rethinking Improving the Department Heads-Faculty Members Reciprocal Wellbeing.

Approved On: 19-Apr-2021

Expiry Date: 19-Apr-2022

Approval Of: Behavioural Research Ethics Application

Focus Group Consent Form

Inteview Consent Form

Recruitment Posters (departmental heads and faculty members)

Acknowledgment Of: TCPS2 Core Certificate (Nyarko)

Review Type: Delegated Review

CERTIFICATION

The University of Saskatchewan Behavioural Research Ethics Board (Beh-REB) is constituted and operates in accordance with the current version of the Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans (TPCS 2 2018). The University of Saskatchewan Behavioural Research Ethics Board has reviewed the above-named project. The proposal was found to be acceptable on ethical grounds. The principal investigator has the responsibility for any other administrative or regulatory approvals that may pertain to this project, and for ensuring that the authorized project is carried out according to the conditions outlined in the original protocol submitted for ethics review. This Certificate of Approval is valid for the above time period provided there is no change in experimental protocol or consent process or documents.

Any significant changes to your proposed method, or your consent and recruitment procedures should be reported to the Chair for Research Ethics Board consideration in advance of its implementation.

ONGOING REVIEW REQUIREMENTS

In order to receive annual renewal, a status report must be submitted to the REB Chair for Board consideration within one month prior to the current expiry date each year the project remains open, and upon project completion. Please refer to the following website for further instructions: https://vpresearch.usask.ca/researchers/forms.php.

Digitally Approved by [redacted]
Vice-Chair, Behavioural Research Ethics Board
University of Saskatchewan

Appendix G5: Behavioural Amendment Application

UNIVERSITY OF SASKATCHEWAN

Behavioural Amendment

For Internal Use Only
UnivRS Internal ID:
Date Received: Click here to enter a date.

Key Information

UnivRS Internal Project ID# or old Ethics ID# (Beh xx-xxx):* **Beh ID 2554**

PI Name: * Dr. Keith Walker

Title: * Rethinking Improving Faculty Members Reciprocal Wellbeing

Current status of this project: * Recruitment has not started

Summarize and provide rationale for proposed revision(s): * **The initial application included participants who are faculty members. Faculty members were grouped into two - faculty members with the position of Department Head, and faculty members who are not Department Heads. Upon futher consideration we found difficulty differentiating roles, as some faculty got dual roles. Also some Colleges/Schools do not have Department Heads. Therefore, instead of grouping participants into Department Heads and faculty members who are not Department Heads, we have regrouped them to include faculty members with administrative positions such as Deans/Associate Deans/Assistant Deans, Executive Directors, and Graduate Chairs. We understand that current ethics approval allows us to collect data from these participants, but as faculty members. We now want to collect data from these faculty members as faculty members with administrative positions instead of faculty members without administrative positions.**

Indicate how participants will be notified of proposed revisions: * Not applicable

If other, specify: **N/A**

Change to Sponsor(s) and Agency(ies)

Sponsor(s)

Add / Remove:	Sponsor:
N/A	N/A

Agency(ies)

Add / Remove:	Agency:
N/A	**N/A**

Project Application(s) Directly Associated with the Fund(s) Supporting this Project

UNIVERSITY OF SASKATCHEWAN

Specify the UnivRS Internal ID# (for pending grants or contracts): **N/A**

Project(s) Directly Associated with the Fund(s) Supporting this Project

Specify the UnivRS Internal ID# (for awarded grants or contracts): **N/A**

Change to Location(s) Where Research Activities are Conducted

Add / Remove:	Building or Organization:	Country:
N/A	N/A	N/A

Change to Project Personnel

Principal Investigator

New PI Name:	NSID:	Email:	Phone:	Organization (Department):
N/A	N/A	N/A	N/A	N/A

Sub-Investigator(s)

Add Remove:	Name:	NSID:	Email:	Phone:	Organization (Department):
N/A	N/A	N/A	N/A	N/A	N/A

Student(s)

Add Remove:	Name:	NSID:	Email:	Phone:	Organization (Department):
N/A	N/A	N/A	N/A	N/A	N/A

Primary Contact

Add Remove:	Name:	NSID:	Email:	Phone:	Organization (Department):
N/A	N/A	N/A	N/A	N/A	N/A

Secondary Contact

Add Remove:	Name:	NSID:	Email:	Phone:	Organization (Department):
N/A	N/A	N/A	N/A	N/A	N/A

Declaration by Principal Investigator

By submitting this amendment form, the Principal Investigator confirms that he/she is responsible for the scientific and ethical conduct of this project and agrees to conduct this project in compliance with the Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans (TCPS2

UNIVERSITY OF SASKATCHEWAN

2014), the Personal Health Information Protection Act (HIPA) and other relevant laws, regulations or guidelines.

Date the form was completed: 2021-05-19
Name of person who completed the form: **RICHARD NYARKO**

If form submitted on behalf of the PI:

RICHARD NYARKO is authorized to prepare and submit this form on behalf of the Principal Investigator

Authorized person contact information:

Email: **rin381@usask.ca**

Phone: **3062500425**

DOCUMENT(S)

Provide a list of documents that are being submitted along with this amendment: **Recruitment poster, consent form, and Questionnaire.**

Appendix G6: Ethics Amendment Certificate

UNIVERSITY OF SASKATCHEWAN

Behavioural Research Ethics Board (Beh-REB) 27-May-2021

Certificate of Approval Amendment

Application ID: 2554

Principal Investigator: Keith Walker

Department: Department of Educational Administration

Locations Where Research Activities are Conducted: Universtiy of Saskatchewan Campus, Saskatoon SK., Canada

Student(s): Richard Nyarko

Funder(s):

Sponsor: University of Saskatchewan

Title: Rethinking Improving Faculty Members Reciprocal Wellbeing

Approved On: 27-May-2021

Expiry Date: 19-Apr-2022

Approval Of: Behavioural Amendment Form: 19-May-2021

Recruitment Poster

Participant Consent Form

Faculty Wellbeing Survey Instrument

Acknowledgment Of:

Review Type: Delegated Review

CERTIFICATION

The University of Saskatchewan Behavioural Research Ethics Board (Beh-REB) is constituted and operates in accordance with the current version of the Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans (TPCS 2 2018). The University of Saskatchewan Behavioural Research Ethics Board has reviewed the above-named project. The proposal was found to be acceptable on ethical grounds. The principal investigator has the responsibility for any other administrative or regulatory approvals that may pertain to this project, and for ensuring that the authorized project is carried out according to the conditions outlined in the original protocol submitted for ethics review. This Certificate of Approval is valid for the above time period provided there is no change in experimental protocol or consent process or documents.

Any significant changes to your proposed method, or your consent and recruitment procedures should be reported to the Chair for Research Ethics Board consideration in advance of its implementation.

ONGOING REVIEW REQUIREMENTS

In order to receive annual renewal, a status report must be submitted to the REB Chair for Board consideration within one month prior to the current expiry date each year the project remains open, and upon project completion. Please refer to the following website for further instructions: https://vpresearch.usask.ca/researchers/forms.php.

Digitally Approved by [redacted]
Vice-Chair, Behavioural Research Ethics Board
University of Saskatchewan

Appendix G7: Consent Form

UNIVERSITY OF SASKATCHEWAN

Participant Consent Form for Online Survey

Faculty Members' Reciprocal Wellbeing

Student Researcher
Richard Nyarko, Graduate student
Department of Educational Administration
University of Saskatchewan
Institutional email: rin381@usask.ca

Principal Investigator/Supervisor
Keith Walker, Professor
Department of Educational Administration
University of Saskatchewan
Institutional email: keith.walker@usask.ca

You are invited to participate in an online survey related to faculty wellbeing. The estimated time commitment to complete the survey is approximately 10-12 minutes.

Objective of this Research
This study is for academic purposes only. The study will explore the mutual relationship between faculty members in administrative positions (such as Dean*/Executive Director, Graduate Chair, Department Head) and the other faculty members who are not in administrative positions with respect to wellbeing, particularly, regarding how they contribute (positively and negatively) to one another's wellbeing.

Procedures
After consenting to participate, you will be asked to respond to a number of survey items. This survey is hosted by Canadian Hub for Applied and Social Research (CHASR) - Voxco software – a Canadian-owned and managed company whose data is securely stored in Canada (see Voxco's Privacy Policy).

Enter to Win a $25 Tim Horton's Gift Card
At the end of the survey, you will be asked if you would like to be entered into a draw for a Tim Horton's gift card. When you indicate your preference, you will either be taken to "thank you" page or re-directed to another site, independent of this survey, to indicate your contact information for entry into a draw to win one of ten (10) $25 Tim Horton's gift cards. If you choose to enter the draw, you will be automatically re-directed to this separate form in a way that does not carry over any data, connections nor identifying information from survey.

Potential Risks and Benefits
There are no known or anticipated risks to you by participating in this research. Although no risks are anticipated, if you should feel discomfort or other concerns with your wellbeing, please contact the EAP for the University of Saskatchewan at 306-966-4300 or toll-free at 1-844-448-7275.

The findings from the study will generate anonymous and aggregated information specific to faculty wellbeing. It is anticipated that findings from this study will provide insights into sustaining and enhancing collegial wellbeing.

Confidentiality
You are assured that your identity will not be known to anyone, including the researcher or supervisor. You are also assured that no information about you will be known or identified in the reporting or dissemination of the research findings. Although the data collected will be disseminated in a thesis, it will be reported confidentially and anonymously so that it will not be possible to identify individuals. Because the participants for this research project have been selected from a large group of people, it is not possible for you to be identified by other people based on your responses. No reported findings will contain identifiable descriptors. We will receive SPSS data files (mainly numbers). Where there are alpha-text – these will be immediately scrutinized to ensure that no person or group identifying descriptors are used; any identity (person or group) data will be immediately be deleted.

Storage of Data
CHASR will hold these data and provide data files for our analyses. Any physical data will be stored in Principal Investigator's locked cabinet at University of Saskatchewan for the required five years post-publication minimum storage period. The security of data gathered will be protected by keeping in safe and secured folder on a strong password protected computer during analyses but will be moved to a University of Saskatchewan system for long-term storage – OneDrive and Cabinet. The electronic device dedicated for this research is secured with a strong password protection which is not accessible to anyone but researcher. Researcher will use this secure password protected device to temporally store the data at home while working on the research at home due to the COVID-19 pandemic. These data that may be stored on this device will be backed up on USask cloud storage service, OneDrive.

Right to Withdraw
Your participation is voluntary, and you may answer only those questions that you are comfortable with. You may withdraw from the research project for any reason, at any time without explanation or penalty of any sort by not submitting (not completing) your survey. Of course, whether you choose to participate or not will have no effect on your position (e.g., employment, access to services) or how you will be treated.

Your right to withdraw data from the study applies until you submit your survey response. After submitting your survey response, it is not possible to withdraw your data since the data for individual participants cannot be identified.

Follow up
To obtain results from the study, please visit the thesis and dissertations on University of Saskatchewan website or contact the researcher(s) using the information at the top of page one to request a copy of the executive summary of findings (via e-mail). Please note that the results of the study will be available in early Fall 2021.

Questions or Concerns
Please, contact the researcher(s) using the information at the top of page one if you have any questions or concerns.

This research project has been approved on ethical grounds by the University of Saskatchewan Behavioural Research Ethics Board. Any questions regarding your rights as a participant may be addressed to that committee through the Research Ethics Office: ethics.office@usask.ca; 306-966-2975; out of town participants may call toll free 1-888-966-2975.

Consent
By completing and submitting this survey your **free and informed consent is implied** and indicates that you understand the above conditions of participation in this study. Once you have indicated your consent (below) you will be taken to the first page of the survey.

○ I consent to participate

Next

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CHASR
Canadian Hub for Applied and Social Research

Appendix H: Research Survey Instruments

Appendix H1: Research Survey Instruments for Non-Administrator Faculty Colleagues

The research survey instruments below were administered to faculty members who were NOT serving in positions such as Dean, Deputy Dean, Associate Dean, Assistant Dean, Executive Director, Graduate Chair, or Department Head.

Instructions: *For each item, choose the option that is most applicable to you and, in the case of open-ended questions, please respond (without any identifying information) as you wish.*

Demographics

Please respond to the following items as they apply to you.

Age:

- ○ 20 – 29 years
- ○ 30 – 39 years
- ○ 40 – 49 years
- ○ 50 – 59 years
- ○ 60 years and above

Gender:

- ○ Male
- ○ Female
- ○ Other

Which School or College are you primarily associated with?

- ○ Agriculture and Bioresources
- ○ Arts and Science
- ○ Dentistry
- ○ Education
- ○ Edwards School of Business
- ○ Engineering
- ○ Environment and Sustainability
- ○ Kinesiology
- ○ Law
- ○ Medicine
- ○ Nursing
- ○ Pharmacy and Nutrition
- ○ Public Policy
- ○ Veterinary Medicine
- ○ Other

How many years have you worked at the University of Saskatchewan as a faculty member?

- ○ Less than 5 years
- ○ 5 – 9 years
- ○ 10 – 14 years
- ○ 15 – 19 years
- ○ 20 - 24 years
- ○ 25 years or more

What is your current rank as a faculty member?

- ○ Professor
- ○ Associate Professor
- ○ Assistant Professor
- ○ Other

Are you in a position of Dean*/Executive Director, Graduate Chair, or Department Head?

**Please note that where we use the term "Dean," it also includes roles as Deputy, Associate or Assistant Dean*

- ○ Yes
- ○ No

How do you feel about your life as a whole...?

- ○ Terrible (i.e., very dissatisfied with my life as a whole)
- ○ Unhappy (i.e., dissatisfied with my life as a whole)
- ○ Somewhat unhappy (i.e., somewhat dissatisfied with my life as a whole)
- ○ Mixed (i.e., neither satisfied nor dissatisfied with my life as a whole)
- ○ Somewhat happy (i.e., somewhat satisfied with my life as a whole)
- ○ Pleased (i.e., satisfied with my life as a whole)
- ○ Delighted (i.e., very satisfied with my life as a whole)

Currently, how do you feel about your professional work life as a whole...?

- ○ Terrible (i.e., very dissatisfied with my work life as a whole)
- ○ Unhappy (i.e., dissatisfied with my work life as a whole)
- ○ Somewhat unhappy (i.e., somewhat dissatisfied with my work life as a whole)
- ○ Mixed (i.e., neither satisfied nor dissatisfied with my work life as a whole)
- ○ Somewhat happy (i.e., somewhat satisfied with my work life as a whole)
- ○ Pleased (i.e., satisfied with my work life as a whole)
- ○ Delighted (i.e., very satisfied with my work life as a whole)

In general, I consider myself:

- ○ A very unhappy person
- ○ A somewhat unhappy person
- ○ Neither a happy person nor unhappy person
- ○ A somewhat happy person
- ○ A very happy person

Compared with most of my peers, I consider myself:

- ○ Much less happy
- ○ Somewhat less happy
- ○ As happy as my peers
- ○ Somewhat more happy
- ○ Much more happy

Some people are generally very happy. They enjoy life regardless of what is going on, getting the most out of everything.

To what extent does this characterization describe you?

- ○ Not at all
- ○ A little
- ○ Somewhat
- ○ Quite a bit
- ○ To a great extent

Some people are generally not very happy. Although they may not depressed, they never seem as happy as they might be.

To what extent does this characterization describe you?

- ○ Not at all
- ○ A little
- ○ Somewhat
- ○ Quite a bit
- ○ To a great extent

To what extent do you disagree or agree with the following statements:

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
In this last year, my general life and wellbeing (particularly outside of work) has impacted my professional work life wellbeing	○	○	○	○	○
In this last year, my professional work life wellbeing has impacted my general life and wellbeing (particularly outside of work)	○	○	○	○	○

The questions in the table below seek to solicit your responses on how you are feeling these days. Please respond either "Yes" or "No" to the following:

During the past month, did you ever feel …

	Yes	No
Particularly excited or interested in something?	○	○
Proud because someone complimented you on something you had done?	○	○
Pleased about having accomplished something?	○	○
On top of the world?	○	○
That things were going your way?	○	○
So restless that you could not sit long in a chair?	○	○
Very lonely or remote from other people?	○	○
Bored?	○	○
Depressed or very unhappy?	○	○
Upset because someone criticized you?	○	○

In general, how much would you say you worry?

- ○ Never
- ○ Seldom
- ○ Sometimes
- ○ Often

During the past month, have you worried about how things are going at work?

- ○ Yes
- ○ No

During the past month, did anything happen to provoke your anger at work?

- ○ Yes
- ○ No

During the past month, did any faculty member in a position of Dean/Executive Director, Graduate Chair, or Department Head in your School or College do or say anything to provoke your anger?

- ○ Yes
- ○ No

During the past month, were you treated badly by any faculty member in a position of Dean/Executive, Graduate Chair, or Department Head in your School or College?

- ○ Yes
- ○ No

Please briefly describe what happened or did not happen to make you feel that way:

***Reminder*: Please do not provide any identifying information/details.**

Do you believe the person(s) involved considered their action(s)/inaction(s) or attitudes to be minor (something not be worried about – no big deal)?

- ○ Yes
- ○ No
- ○ Not sure
- ○ Not Applicable

Please carefully note the following as you respond to the items below:

Please think of persons who are in positions such as Dean/Executive Director, Graduate Chair, or Department Head, as you respond to the items below.*

In general, to what extent do you feel any of your faculty colleagues (Deans*/Executive Director, Graduate Chair, Department Head) have diminished your happiness?

- ○ Not at all
- ○ A little
- ○ Somewhat
- ○ Quite a bit
- ○ To a great extent

If possible, describe up to three (3) examples where a School or College faculty colleague (Deans*/Executive Director, Graduate Chair, Department Head) has diminished your wellbeing/happiness? (no identifying descriptions please)

Example 1:	
Example 2:	
Example 3:	

In general, do you think your colleagues (Deans*/Executive Director, Graduate Chair, Department Head) are aware that they have decreased your wellbeing or happiness?

- ○ Yes
- ○ No
- ○ Not sure

To what extent do you consider your happiness at work to be influenced by what your faculty colleagues (Deans*/Executive Director, Graduate Chair, Department Head) do or don't do?

- ○ Not at all
- ○ A little
- ○ Somewhat
- ○ Quite a bit
- ○ To a great extent

To what extent do you rely on your faculty colleagues (Deans*/Executive Director, Graduate Chair, Department Head) for your wellbeing?

- ○ Not at all
- ○ A little
- ○ Somewhat
- ○ Quite a bit
- ○ To a great extent

Please carefully note the following as you respond to the items below:

Please think of persons who are in positions such as Deans/Executive Director, Graduate Chair, or Department Head as you respond to the items below.*

Some people are impressed by what their faculty colleagues do. They feel their College or School faculty colleagues (Deans*/Executive Director, Graduate Chair, Department Head) do things that facilitate the improvement of their wellbeing. To what extent do you agree that this characterization describes your view of faculty colleagues in your College or School over the past month?

- ○ Strongly disagree
- ○ Disagree
- ○ Neutral
- ○ Agree
- ○ Strongly agree

If possible, describe up to three (3) examples of what your faculty colleagues (Deans*/Executive Director, Graduate Chair, Department Head) in your College or School currently do or have done, that has facilitated the improvement of your wellbeing.

Example 1:	
Example 2:	
Example 3:	

Please recall from the past month and respond to the following items. Please maintain your focus on the persons/group of faculty noted in the instructions above, as you respond to the items below.

During the past month, how often have you interacted (email, one-on-one, phone, other platforms, etc.) with your College or School faculty colleagues (Deans*/Executive Director, Graduate Chair, Department Head)?

- ○ Never
- ○ Seldom
- ○ Sometimes
- ○ Often
- ○ Always

In general, to what extent have your interactions (email, one-on-one, phone, other platforms, etc.) with your College or School faculty colleagues (Deans*/Executive Director, Graduate Chair, Department Head) improved or diminished your wellbeing?

- ○ Strongly diminished
- ○ Somewhat diminished
- ○ Neither diminished nor contributed
- ○ Somewhat contributed
- ○ Strongly contributed

To what extent do you agree that each of the following items obliges you to contribute to the improvement of the wellbeing of your College or School faculty colleagues (Deans*/Executive Director, Graduate Chair, Department Head)?

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Professional ethics	○	○	○	○	○
Collegial standards	○	○	○	○	○
University's well-being initiatives	○	○	○	○	○
Job description	○	○	○	○	○
Personal values	○	○	○	○	○

As you think of the contributions of your College or School faculty colleagues (Deans*/Executive Director, Graduate Chair, Department Head), what percentage of your overall workplace wellbeing might be attributed to their positive influence?

- ○ 0% - 25%
- ○ 26% - 50%
- ○ 51% - 75%
- ○ 76% - 100%

To what extent do you agree or disagree with the following statement:

I contribute a lot to the improvement of my College or School faculty colleagues' (Deans*/Executive Director, Graduate Chair, Department Head) overall workplace wellbeing.

- ○ Strongly disagree
- ○ Disagree
- ○ Neutral
- ○ Agree
- ○ Strongly agree

If possible, describe up to three (3) examples of ways that you facilitate the improvement of the wellbeing of your College or School faculty colleagues (Deans*/Executive Director, Graduate Chair, Department Head).

Example 1:	
Example 2:	
Example 3:	

In all, to what extent do you enjoy working with your faculty colleagues (Deans*/Executive Director, Graduate Chair, Department Head)?

- ○ Not at all
- ○ A little
- ○ Somewhat
- ○ Quite a bit
- ○ To a great extent

Please provide any general comments or elaborations on any of your responses to your survey with respect to workplace wellbeing, from your role as a faculty member.

Please, click on the "SUBMIT" button to submit your survey response.

Please, note that you will not be able to review your responses or withdraw from the survey once you submit your survey response.

Back Submit

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Canadian Hub for Applied and Social Research

50%

As a "Thank You" for your time, we would like to offer you the opportunity to enter our draw to win one of 10 $25 Tim Horton's gift card.

Please note that this draw for a Tim Horton's gift card is separate from the survey. The information collected here have no connection with your responses for the survey items. The information collected here is solely for entering a draw for you to win one of our amazing Tim Horton's gift cards.

Would you like to be entered in this draw?

- ○ Yes, I will provide my contact details on the next page
- ○ No

100%

Please provide your contact information below. Since your survey responses have already been submitted, the personal information you enter below cannot be linked to your survey data.

Name:	
Email address:	

Submit

University of Saskatchewan
CHASR
Canadian Hub for
Applied and Social Research

Appendix H2: Research Survey Instruments for Administrator Faculty Colleagues

The research survey instruments below were administered to faculty members who were serving in positions such as Dean, Deputy Dean, Associate Dean, Assistant Dean, Executive Director, Graduate Chair, or Department Head.

Instructions: *For each item, choose the option that is most applicable to you and, in the case of open-ended questions, please respond (without any identifying information) as you wish.*

Demographics

Please respond to the following items as they apply to you.

Age:

- ○ 20 – 29 years
- ○ 30 – 39 years
- ○ 40 – 49 years
- ○ 50 – 59 years
- ○ 60 years and above

Gender:

- ○ Male
- ○ Female
- ○ Other

Which School or College are you primarily associated with?

- ○ Agriculture and Bioresources
- ○ Arts and Science
- ○ Dentistry
- ○ Education
- ○ Edwards School of Business
- ○ Engineering
- ○ Environment and Sustainability
- ○ Kinesiology
- ○ Law
- ○ Medicine
- ○ Nursing
- ○ Pharmacy and Nutrition
- ○ Public Policy
- ○ Veterinary Medicine
- ○ Other

How many years have you worked at the University of Saskatchewan as a faculty member?

- ○ Less than 5 years
- ○ 5 – 9 years
- ○ 10 – 14 years
- ○ 15 – 19 years
- ○ 20 - 24 years
- ○ 25 years or more

What is your current rank as a faculty member?

- ○ Professor
- ○ Associate Professor
- ○ Assistant Professor
- ○ Other

Are you in a position of Dean*/Executive Director, Graduate Chair, or Department Head?

**Please note that where we use the term "Dean," it also includes roles as Deputy, Associate or Assistant Dean*

- ○ Yes

How do you feel about your life as a whole...?

- ○ Terrible (i.e., very dissatisfied with my life as a whole)
- ○ Unhappy (i.e., dissatisfied with my life as a whole)
- ○ Somewhat unhappy (i.e., somewhat dissatisfied with my life as a whole)
- ○ Mixed (i.e., neither satisfied nor dissatisfied with my life as a whole)
- ○ Somewhat happy (i.e., somewhat satisfied with my life as a whole)
- ○ Pleased (i.e., satisfied with my life as a whole)
- ○ Delighted (i.e., very satisfied with my life as a whole)

Currently, how do you feel about your professional work life as a whole...?

- ○ Terrible (i.e., very dissatisfied with my work life as a whole)
- ○ Unhappy (i.e., dissatisfied with my work life as a whole)
- ○ Somewhat unhappy (i.e., somewhat dissatisfied with my work life as a whole)
- ○ Mixed (i.e., neither satisfied nor dissatisfied with my work life as a whole)
- ○ Somewhat happy (i.e., somewhat satisfied with my work life as a whole)
- ○ Pleased (i.e., satisfied with my work life as a whole)
- ○ Delighted (i.e., very satisfied with my work life as a whole)

In general, I consider myself:

- ○ A very unhappy person
- ○ A somewhat unhappy person
- ○ Neither a happy person nor unhappy person
- ○ A somewhat happy person
- ○ A very happy person

Compared with most of my peers, I consider myself:

- ○ Much less happy
- ○ Somewhat less happy
- ○ As happy as my peers
- ○ Somewhat more happy
- ○ Much more happy

Some people are generally very happy. They enjoy life regardless of what is going on, getting the most out of everything.

To what extent does this characterization describe you?

- ○ Not at all
- ○ A little
- ○ Somewhat
- ○ Quite a bit
- ○ To a great extent

Some people are generally not very happy. Although they may not depressed, they never seem as happy as they might be.

To what extent does this characterization describe you?

- ○ Not at all
- ○ A little
- ○ Somewhat
- ○ Quite a bit
- ○ To a great extent

To what extent do you disagree or agree with the following statements:

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
In this last year, my general life and wellbeing (particularly outside of work) has impacted my professional work life wellbeing	○	○	○	○	○
In this last year, my professional work life wellbeing has impacted my general life and wellbeing (particularly outside of work)	○	○	○	○	○

The questions in the table below seek to solicit your responses on how you are feeling these days. Please respond either "Yes" or "No" to the following:

During the past month, did you ever feel …

	Yes	No
Particularly excited or interested in something?	○	○
Proud because someone complimented you on something you had done?	○	○
Pleased about having accomplished something?	○	○
On top of the world?	○	○
That things were going your way?	○	○
So restless that you could not sit long in a chair?	○	○
Very lonely or remote from other people?	○	○
Bored?	○	○
Depressed or very unhappy?	○	○
Upset because someone criticized you?	○	○

In general, how much would you say you worry?

- ○ Never
- ○ Seldom
- ○ Sometimes
- ○ Often
- ○ Always

During the past month, have you worried about how things are going at work?

- ○ Yes
- ○ No

During the past month, did anything happen to provoke your anger at work?

- ○ Yes
- ○ No

During the past month, did any faculty member who is NOT in a position of Dean/Executive Director, Graduate Chair, or Department Head in your School or College do or say anything to provoke your anger?

- ○ Yes
- ○ No

During the past month, were you treated badly by any faculty member who is NOT in a position of Dean/Executive Director, Graduate Chair, or Department Head in your School or College?

- ○ Yes
- ○ No

Please briefly describe what happened or did not happen to make you feel that way:

***Reminder*: Please do not provide any identifying information/details.**

Do you believe the person(s) involved considered their action(s)/inaction(s) or attitudes to be minor (something not be worried about – no big deal)?

- ○ Yes
- ○ No
- ○ Not sure
- ○ Not Applicable

Please carefully note the following as you respond to the items below:

*Please think of faculty members in your College or School who are **not** in a position such as Dean*/Executive Director, Graduate Chair, or Department Head, as you respond to the items below.*

In general, to what extent do you feel any of your faculty colleagues have diminished your happiness?

- ○ Not at all
- ◉ A little
- ○ Somewhat
- ○ Quite a bit
- ○ To a great extent

If possible, describe up to three (3) examples where a School or College faculty colleague has diminished your wellbeing/happiness? (no identifying descriptions please)

Example 1:	
Example 2:	
Example 3:	

In general, do you think your colleagues are aware that they have decreased your wellbeing or happiness?

- ○ Yes
- ○ No
- ○ Not sure

To what extent do you consider your happiness at work to be influenced by what your faculty colleagues do or don't do?

- ○ Not at all
- ○ A little
- ○ Somewhat
- ○ Quite a bit
- ○ To a great extent

To what extent do you rely on your faculty colleagues for your wellbeing?

- ○ Not at all
- ○ A little
- ○ Somewhat
- ○ Quite a bit
- ○ To a great extent

Please carefully note the following as you respond to the items below:

*Please think of faculty members in your College or School who are **not** in a position such as Dean*/Executive Director, Graduate Chair, or Department Head, as you respond to the items below.*

Some people are impressed by what their faculty colleagues do. They feel their College or School faculty colleagues do things that facilitate the improvement of their wellbeing. To what extent do you agree that this characterization describes your view of faculty colleagues in your College or School over the past month?

- ○ Strongly disagree
- ○ Disagree
- ○ Neutral
- ◉ Agree
- ○ Strongly agree

If possible, describe up to three (3) examples of what your faculty colleagues in your College or School currently do or have done, that has facilitated the improvement of your wellbeing.

Example 1:	
Example 2:	
Example 3:	

Please recall from the past month and respond to the following items. Please maintain your focus on the persons/group of faculty noted in the instructions above, as you respond to the items below.

During the past month, how often have you interacted (email, one-on-one, phone, other platforms, etc.) with your College or School faculty colleagues?

- ○ Never
- ○ Seldom
- ○ Sometimes
- ○ Often
- ○ Always

In general, to what extent have your interactions (email, one-on-one, phone, other platforms, etc.) with your College or School faculty colleagues improved or diminished your wellbeing?

- ○ Strongly diminished
- ○ Somewhat diminished
- ○ Neither diminished nor contributed
- ○ Somewhat contributed
- ○ Strongly contributed

To what extent do you agree that each of the following items obliges you to contribute to the improvement of the wellbeing of your College or School faculty colleagues?

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Professional ethics	○	○	○	○	○
Collegial standards	○	○	○	○	○
University's well-being initiatives	○	○	○	○	○
Job description	○	○	○	○	○
Personal values	○	○	○	○	○

As you think of the contributions of your College or School faculty colleagues, what percentage of your overall workplace wellbeing might be attributed to their positive influence?

- ○ 0% - 25%
- ○ 26% - 50%
- ○ 51% - 75%
- ○ 76% - 100%

To what extent do you agree or disagree with the following statement:

I contribute a lot to the improvement of my College or School faculty colleagues' overall workplace wellbeing.

- ○ Strongly disagree
- ○ Disagree
- ○ Neutral
- ◉ Agree
- ○ Strongly agree

If possible, describe up to three (3) examples of ways that you facilitate the improvement of the wellbeing of your College or School faculty colleagues.

Example 1:	
Example 2:	
Example 3:	

In all, to what extent do you enjoy working with your School or College faculty colleagues?

- ○ Not at all
- ○ A little
- ○ Somewhat
- ○ Quite a bit
- ○ To a great extent

Please provide any general comments or elaborations on any of your responses to your survey with respect to workplace wellbeing, from your role as a Dean*/Executive Director, Graduate Chair, or Department Head.

Please, click on the "NEXT" button to submit your survey response.

Please, note that you will not be able to review your responses or withdraw from the survey once you submit your survey response.

Back Next

University of Saskatchewan
CHASR
Canadian Hub for Applied and Social Research

50%

As a "Thank You" for your time, we would like to offer you the opportunity to enter our draw to win one of 10 $25 Tim Horton's gift card.

Please note that this draw for a Tim Horton's gift card is separate from the survey. The information collected here have no connection with your responses for the survey items. The information collected here is solely for entering a draw for you to win one of our amazing Tim Horton's gift cards.

Would you like to be entered in this draw?

100%

Please provide your contact information below. Since your survey responses have already been submitted, the personal information you enter below cannot be linked to your survey data.

Name:	
Email address:	

Submit

University of Saskatchewan
CHASR
Canadian Hub for Applied and Social Research

Appendix J: The Survey Exercise

Appendix J1: Faculty Survey Introductory Email

Faculty Members Participants Needed for Research on Wellbeing

Dear Faculty member:

My name is Richard Nyarko, a graduate student in the Department of Educational Administration. Dr. Keith Walker is the Principal Investigator for this research. This email is to invite you to participate in the **"Faculty Members' Reciprocal Wellbeing Study."**

You are invited to complete this online survey related to faculty wellbeing. **Your participation would involve approximately 10-12minutes for the completion of the online survey.**

In appreciation of your time, we offer you the chance to win one of ten (10) $25 Tim Horton's gift cards.

The purpose of this study to explore the mutual relationship between faculty members in administrative positions (Deans, Executive Directors, Graduate Chairs, Heads of Department) and other faculty members, with special attention to wellbeing.

Of course, your participation is voluntary, and you may withdraw at any time until you submit the completed survey response. The data collected will be treated as confidential and reported anonymously. **This survey is hosted by Canadian Hub for Applied and Social Research (CHASR) -** Voxco software – a Canadian-owned and managed company whose data is securely stored in Canada (see Voxco's Privacy Policy).

There are no anticipated risks to you by participating in this research. **This research has been approved by the University of Saskatchewan Behavioural Research Ethics Board.**

For more information about this study, please contact me, Richard Nyarko (Graduate Student, Educational Administration) at Email: rin381@usask.ca, or you may contact my supervisor, Dr.

Keith Walker (Principal Investigator) on Phone: +1 306-220-0614 or email at keith.walker@usask.ca.

To volunteer to participate in this study,

please click on the link below to consent and take the survey:

https://ca1se.voxco.com/SE/?st=FxD1lCl1adrVZMh5LllZh4axPBWG%2FoeF1pPw3Q4Vmmw%3D

Thank you.

Sincerely,

Richard Nyarko

Department of Educational Administration.

Appendix J2: First Follow-Up Email [Sent on June 14, 2021, 7am – 8am]

Faculty Wellbeing Research Survey Reminder

Dear Faculty member:

My name is Richard Nyarko, a graduate student in the Department of Educational Administration. Dr. Keith Walker (Principal Investigator for this research) and I would like to thank you for participating in the "Faculty Members' Reciprocal Wellbeing Study." We appreciate your willingness to respond, and the 10-12 minutes taken to participate in this important study. If you have not yet had an opportunity, here is the URL again:

https://ca1se.voxco.com/SE/?st=FxD1lCl1adrVZMh5LllZh4axPBWG%2FoeF1pPw3Q4Vmmw%3D

Please click on the above URL. You will be taken to the consent page (with details on the study) and then you will be able to respond to the survey if you have not already done so. We sincerely appreciate your participation.

Thank you.

Sincerely,

Richard Nyarko, Graduate Student

Department of Educational Administration

cc. Professor Keith Walker, Keith.Walker@Usask.ca

Appendix J3: Second & Last Follow Up Email [Sent on Tuesday June 22, 2021]

Last Reminder: Faculty Wellbeing Research Survey

Dear Faculty member:

My name is Richard Nyarko, a graduate student in the Department of Educational Administration. Dr. Keith Walker (Principal Investigator for this research) and I would like to thank you for participating in the "Faculty Members' Reciprocal Wellbeing Study." We are delighted with the number of faculty who have completed the survey to date. So far, we have had several hundreds of faculty members who have responded to the survey, and we hope that you will be among those. Please note that the final date for receiving survey responses is Tuesday June 29, 2021, 11: 59pm, after which the survey will close and the draws for the ten (10) of Tim Horton's Cards worth $25.00 each will be made and successful winners will be contacted.

If, by chance, you have not yet had the opportunity to respond to the survey, here is the URL, for your convenience:

https://ca1se.voxco.com/SE/?st=FxD1lCl1adrVZMh5LllZh4axPBWG%2FoeF1pPw3Q4Vmmw%3D

Please click on the above URL to take you to the consent form – with study information - and this then is followed by the survey. If you have already participated in the study, we want you to know that we greatly appreciate your participation in this study. Thank you!

Sincerely,

Richard Nyarko, Graduate Student

Department of Educational Administration.

cc. Professor Keith Walker, Keith.Walker@Usask.ca

Appendix J4: A "Thank You" Email [Sent on Monday June 28, 2021, 6:30am – 8am]

Appreciation for Participating in the Faculty Wellbeing Research Survey

Dear Faculty member:

Dr. Keith Walker (Principal Investigator for this research) and I would like to thank you for participating in the "Faculty Members' Reciprocal Wellbeing Study." We are delighted with the number of faculty who have completed the survey to date. So far, we have had several hundreds of faculty members who have responded to the survey, and we hope that you will be among those. We highly value your willingness to share your insights and perspectives on this topic and certainly appreciate the 10-12 minutes you have spent participating in this study.

The survey closes tomorrow Tuesday June 29, 2021, 11: 59pm, after which the draws for the ten (10) Tim Horton's Cards worth $25.00 each will be made, and successful winners will be contacted. There is still a chance to participate, if you have not yet had the opportunity to respond to the survey (URL:https://ca1se.voxco.com/SE/?st=FxD1lCl1adrVZMh5LllZh4axPBWG%2FoeF1pPw3Q4Vmmw%3D)

We greatly appreciate your participation in this study. Thank you!

Sincerely,

Richard Nyarko, Graduate Student

Department of Educational Administration.

cc. Professor Keith Walker, Keith.Walker@Usask.ca

Appendix K: Some Selected Feedback from Survey

A lot of feedback (both automated and direct) were received from some of the potential respondents for each of the emails sent. For example, eighty (80) automated feedback and more than 15 direct feedback were received on the June 8th when the survey was administered. The feedback indicated that among other things some of the potential respondent could not respond to the survey because they were either away from office, email, internet and/or computer, or they were on vacation, sabbatical, parental leave, or attending virtual conference. Extracts from some of such emails received include the following.

Anonymous: I am currenlty on vacation until Monday June 14th 2021. I will not answer email during this time.

Anonymous: I will be attending a virtual conference from Monday June 7th through Thursday June 10th, and then taking a few days off. So, I will not be responding to email during this period.

Anonymous: I will be away on sabbatical from July 1, 2020 to July 1, 2021.

Anonymous: I am away from email until July 5, 2021

Anonymous: I am out of the office on parental leave commencing March 30 and plan to return on December 31, 2021.

Some potential participants were also retired faculty whose contact information were still retained on some lists, even though some mentioned they had notified the University several times for their contact information to be removed. Some of them have retired for about 4 years, and others 15 years or 20 years yet they still have the contact information on some lists of the University. Some of these professor emeriti expressed interest in the study while a few of them also requested that they are omitted from the study. Some of the emails from retired faculty include the following:

Anonymous 1: Hi, Richard. Keith was my supervisor when I completed in xxxx. I'm likely a bit older than you. I am a professor emeritus AND I'm working in the xxxx, in ... Am I still able to participate?

Anonymous 1: I am retired now.

Anonymous 2: I am a professor emeritus (retired) and am wondering whether I should participate in your survey. I am willing to do it.

Anonymous 3: Hi Richard, I am willing to do the survey. However, I have been retired 20 years. Do you still want my return?

Anonymous 4: I've been retired for 4 years. I've notified the U several times, but my name remains on some lists. Good luck

Anonymous 5: I am retired now. If you need to contact me phone … or email ...

Anonymous 6: Retired for 15 years. Please omit this from your study. Thanks.

Some potential participants also expressed interest in the study and opened up opportunities for future collaboration. They write: "Thank you Richard and I will participate. Also - Just as an FYI, I am wellness lead at..at College of... There may be a lot of opportunity for future collaboration."

In addition, after deep screening to remove duplicate contacts, some contacts still remained duplicates especially faculty whose contact information appeared on the faculty lists of two or more departments. Some of these faculty members did revert and that prompted a further screening to ensure all duplicate emails were deleted. An example of such conversation with such faculty members is given below.

Anonymous: Please stop sending this email. I have received 3 times this morning and twice the other day and many other times. Thank you.

Student Researcher: My apologies for pestering you with same information. I accept it as my wrongdoing. I should have been able identify that your email appeared on the faculty list of both…and…departments. I have…with the hope that I would not bother you again with this survey. Please accept my sincere apologies.

Anonymous: Thank you. I appreciate this response. If you send it one more time, I will do the survey, but I really felt annoyed by the multiple emails.

Appendix L: Information on Data Collection

Appendix L1: Last Connection Date

Date	Frequency	Percent	Cumulative Percent
2021/06/08	82	31.8	31.9
2021/06/09	11	4.3	36.2
2021/06/10	4	1.6	37.7
2021/06/11	2	0.8	38.5
2021/06/13	3	1.2	39.7
2021/06/14	54	20.9	60.7
2021/06/15	9	3.5	64.2
2021/06/16	2	0.8	65
2021/06/18	1	0.4	65.4
2021/06/20	1	0.4	65.8
2021/06/21	42	16.3	82.1
2021/06/22	5	1.9	84
2021/06/23	2	0.8	84.8
2021/06/26	1	0.4	85.2
2021/06/28	34	13.2	98.4
2021/06/29	5	2	100
Total	258	100	

Appendix L2: Duration of Connection in Minutes

Duration (minutes)	Frequency	Percent	Cumulative Percent
4	10	3.9	3.9
5	13	5.0	8.9
6	19	7.4	16.3
7	18	7.0	23.3
8	26	10.1	33.3
9	28	10.9	44.2
10	19	7.4	51.6
11	23	8.9	60.5
12	12	4.7	65.1
13	11	4.3	69.4
14	15	5.8	75.2
15	11	4.3	79.5
16	5	1.9	81.4
17	5	1.9	83.3
18	7	2.7	86.0
19	7	2.7	88.8
20	2	0.8	89.5
21	5	1.9	91.5
22	4	1.6	93.0
23	2	0.8	93.8
24	2	0.8	94.6
25+	2	0.8	95.3
26	1	0.4	95.7
27	2	0.8	96.5
30	1	0.4	96.9
33	1	0.4	97.3
38	1	0.4	97.7
39	2	0.8	98.4
40	1	0.4	98.8
43	1	0.4	99.2
50	1	0.4	99.6
70	1	0.4	100
Total	258	100	

Appendix M: Changes Made in Some Texts Quoted from Respondents

“enthusiatically” was corrected as “enthusiastically”

“one of our sessionals” was corrected as “one of our sessional instructors”

“So there is always…” was corrected as “So, there is always…”

“admin work” was fully written as “administrative work”

“male faculty member used” was corrected to include an article “A” as “A male faculty member used”

“oral defence for” was corrected as “oral defense for”

Appendix Q: Scales and Scale Information

Appendix Q1: Wellbeing Facilitation Scale

A self-developed scale that measures the extent of wellbeing facilitation.

Some people are impressed by what their faculty colleagues do. They feel their College or School faculty colleagues do things that facilitate the improvement of their wellbeing. To what extent do you agree that this characterization describes your view of faculty colleagues in your College or School over the past month?

1. Strongly disagree
2. Disagree
3. Neutral
4. Agree
5. Strongly agree

In general, to what extent have your interactions (email, one-on-one, phone, other platforms, etc.) with your College or School faculty colleagues improved or diminished your wellbeing?

1. Strongly diminished
2. Somewhat diminished
3. Neither diminished nor contributed
4. Somewhat contributed
5. Strongly contributed

In all, to what extent do you enjoy working with your School or College faculty colleagues?

1. Not at all
2. A little
3. Somewhat
4. Quite a bit
5. To a great extent

How the scale works: Simply compute the mean responses of all the three (3) items

Appendix Q2: Wellbeing Diminishing Scale

A self-developed scale that measures the extent of wellbeing Diminishing.

In general, to what extent do you feel any of your faculty colleagues have diminished your happiness?

1. Not at all
2. A little
3. Somewhat
4. Quite a bit
5. To a great extent

Some people are impressed by what their faculty colleagues do. They feel their College or School faculty colleagues do things that facilitate the improvement of their wellbeing. To what extent do you agree that this characterization describes your view of faculty colleagues in your College or School over the past month?

6. Strongly disagree
7. Disagree
8. Neutral
9. Agree
10. Strongly agree

In general, to what extent have your interactions (email, one-on-one, phone, other platforms, etc.) with your College or School faculty colleagues improved or diminished your wellbeing?

6. Strongly diminished
7. Somewhat diminished
8. Neither diminished nor contributed
9. Somewhat contributed

In all, to what extent do you enjoy working with your School or College faculty colleagues?

1. Not at all
2. A little
3. Somewhat
4. Quite a bit
5. To a great extent

How the scale works

1. Reverse code the last three (3) items
2. Compute the mean responses of the first item together with all the three (3) recoded (reverse coded) items.

Appendix Q3: Wellbeing Obligation Scale

A self-developed scale that measures the extent of wellbeing obligation.

To what extent do you agree that each of the following items obliges you to contribute to the improvement of the wellbeing of your College or School faculty colleagues?

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Professional ethics	○	○	○	○	○
Collegial standards	○	○	○	○	○
University's well-being initiatives	○	○	○	○	○
Job description	○	○	○	○	○
Personal values	○	○	○	○	○

Strongly Disagree = 1 and Strongly Agree = 5

How the scale works: Simply compute the mean responses of all the five (5) items

Appendix Q4: Wellbeing Reliance and Dependencies Scale

A self-developed scale that measures the extent of wellbeing reliance and dependencies. The item are as follows.

To what extent do you consider your happiness at work to be influenced by what your faculty colleagues do or don't do?

1. Not at all
2. A little
3. Somewhat
4. Quite a bit
5. To a great extent

To what extent do you rely on your faculty colleagues for your wellbeing?

1. Not at all
2. A little
3. Somewhat
4. Quite a bit
5. To a great extent

How the scale works: Simply compute the mean responses of the two (2) items.

Appendix R: Scale Reliability

Appendix R: Scale Reliability Statistics

Scale	Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	Number of Items
Subjective Happiness Scale	0.85	0.85	4
Affect Balance Scale	0.43	0.44	10
Positive Mood States	0.72	0.72	5
Negative Mood States	0.65	0.65	5
Extent of Wellbeing Facilitation	0.76	0.77	3
Extent of Wellbeing Diminishing	0.77	0.78	4
Extent of Wellbeing Obligation	0.80	0.80	5
Extent of Wellbeing Reliance	0.70	0.70	2

Appendix S: Active Cell Count

Appendix S: Active Cells Count for Each Group of Faculty Who Provided Examples Where Colleagues Had Facilitated Wellbeing or Diminished Wellbeing

	Administrator Faculty (n=51)			Non-Administrator Faculty (n=203)		
	Example Number	**Frequency**	**Percentage**	**Example Number**	**Frequency**	**Percentage**
Examples Count of Wellbeing Diminishing	Example 1	33	64.7	Example 1	89	43.8
	Example 2	24	47.1	Example 2	67	33.0
	Example 3	16	31.4	Example 3	43	21.2
Examples Count of Wellbeing Facilitating	Example 1	-	-	Example 1	58	28.6
	Example 2	-	-	Example 2	47	23.2
	Example 3	-	-	Example 3	27	13.3

Appendix T: Non-Administrator Faculty Voices

Appendix T1: Administrator Faculty Diminishing Wellbeing

Appendix T2: Administrator Faculty Facilitating Wellbeing

Appendix U: Administrator Faculty Voices

Appendix U1: Non-Administrator Faculty Diminishing

(Positive words/phases were accompanied with words like "lack of", "inability to", "poor or unclear", "failure" etc)

Appendix U2: Non-Administrator Faculty Facilitating